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THE UNIVERSITY OF ALBERTA

THE ROLE OF THE LOCALLY APPOINTED SUPERINTENDENT OF SCHOOLS IN ALBERTA SCHOOL DIVISIONS AND COUNTIES

by

© STEPHEN CYMBOL

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1986

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ISBN 0-315-32541-0

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DEGREE FOR WHICH THESIS WAS PRESENTED: MASTER OF EDUCATION

YEAR THIS DEGREE GRANTED: 1986

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Supervisor

Date: April 30, 1986

ABSTRACT

The local appointment of school superintendents in Alberta school divisions and counties became mandatory in 1970 with the passage of a new School Act. One of the problems that school boards and superintendents faced as a consequence of the change from provincial to local appointment was that of defining and establishing the role to be performed by the superintendent. This study was an attempt to identify the perceptions held by superintendents and trustees in Alberta school divisions and counties of the role of the locally appointed superintendent of schools and to determine the expectations of these groups for the position. The basic premise underlying the study was that the superintendent's role is defined by the local board of trustees and the superintendent it employed. It was also believed that if perceptions of role performance differed significantly from the expectations each held for the position, an effective working relationship would not be established and maintained, and conflict between the board and the superintendent would result.

In order to establish a background for the determination of the role of the locally appointed superintendent as defined by trustees and superintendents, the survey of pertinent literature dwells on a number of areas. Writings which explain role theory and the role situation were reviewed in order to develop an understanding of the factors which may account for the behavior of individuals occupying positions in social organizations. Studies which utilized the concepts embedded in role theory to describe the role of various

administrative positions in the educational context were examined to determine the application of this approach to the study of the locally appointed superintendent. Another vital area of related literature deals with the nature of administrative tasks and the on-site observations of the work of the superintendent.

The data for the study were collected by means of a questionnaire containing 53 administrative tasks constituting seven task areas which was forwarded to locally appointed superintendents and their respective trustees in Alberta school divisions and counties. In an effort to determine the effect of particular demographic factors on the perceptions and expectations of the role of the locally appointed superintendent, the responses of paired respondent groups were tested to determine if there were any statistically significant differences.

A general conclusion of the study was that the locally appointed superintendent is perceived and expected to personally perform a wide range of tasks in all task areas. However, both trustees and superintendents attach greatest significance to his role as an educational leader working with the professional staff in providing a high quality education to students. The superintendent is perceived and expected to take action on his own initiative in this area. For tasks that deal with the development of jurisdictional policies and procedures, the major responsibility lies with the board of trustees with the superintendent playing an advisory role. The various demographic factors considered in the study did not appear to contribute significantly in determining the role of the superintendent. Superintendents and trustees appear to be in general

agreement as to the role the superintendent is to perform in Alberta school divisions and counties. The large majority of trustees and superintendents expect the superintendent to function as the chief executive officer of the board.

ACKNOWLEDGEMENTS

The writer is indebted to many persons who gave assistance and provided encouragement in some way.

A special debt of gratitude is owed to Dr. J.E. Seger, my thesis supervisor, for his guidance, encouragement and cheerful manner. The helpful suggestions and assistance provided by committee members Dr. D.M. Richards and Dr. D.J. Collett are also gratefully acknowledged.

Appreciation is also expressed for the financial assistance provided by Alberta Education, Government of Alberta, in the form of a generously supported educational leave.

The excellent cooperation of a number of locally appointed superintendents and trustees in Alberta school divisions and counties is deeply appreciated.

Finally, the writer wishes to acknowledge the strong support and understanding provided by his wife, Joanne, throughout the study period, and to our two sons who persevered along with Dad.

TABLE OF CONTENTS

CHAPTER		PAGE
1.	PROBLEM AND DEFINITION OF TERMS	1
	Introduction	1
	Problem	2
	Statement of Sub-Problems	2
	Significance of the Problem	4
	Limitations and Delimitations	6
	Limitations	6
	Delimitations	7
	Definition of Terms	7
2.	REVIEW OF RELATED LITERATURE	10
	Role Theory	10
	Concepts of Role Theory	13
	Summary	22
	The Superintendent of Schools	23
	Summary	32
3.	RESEARCH DESIGN AND METHODOLOGY	34
	Procedure	34
	The Instrument	34
	Validation of the Instrument	38
	The Respondents	39
	Distribution and Collection of Questionnaires	40
4.	TREATMENT AND ANALYSIS OF DATA	43
	Introduction	43

CHAPTER PAGE

Instructional Leadership 46

Visit Classrooms 46

Confer with Teachers 50

Make Provision for In-Service Activities 53

Plan the Development of New Programs 57

Establish Systematic Long-Range Plans 60

Develop Policies and Procedures for Evaluation 63

Evaluate the Programs of Instruction 66

Identify the Educational Aims and Objectives 69

Task Area A: Instructional Leadership 72

Selection and Management of Staff Personnel 73

Develop Policies and Procedures for Evaluation 74

Develop Policies and Procedures for Promotion 77

Select and Place School System Administrators 77

Select and Place Teachers 82

Foster Positive Attitudes 84

Recommend the Termination of Employment 88

Recommend the Termination of Employment 91

Task Area B: Selection and Management of Staff Personnel 94

Pupil Personnel 95

Admission of Beginning Pupils 96

Evaluation of Student Progress 99

Establishment and Maintenance of Student Records .. 102

Suspension or Explusion of Pupils 105

Safety of Pupils 105

CHAPTER PAGE

Vocational and Educational Opportunities 110

Special Need Students Have Access 110

Adequate Testing of Students 115

Task Area C: Pupil Personnel 115

Business and Finance 119

Prepare the Annual Operating Budget 120

Recommend the Annual Operating Budget 123

Salary Negotiations for Certificated Personnel 126

Salary Negotiations for Non-Certificated Personnel 129

Specifications for the Purchase of Materials 129

Organize Pupil Transportation Services 135

Establish Procedures for Supplies and Materials ... 138

Process Requests of Principals 138

Provide Monthly Financial Statements 143

Task Area D: Business and Finance 146

Public Relations 148

Communication Between all Components 148

Interpret School Board Policy 151

Maintain Good Relationships with the Media 152

Provide Information on Curriculum 156

Give Support to Worthy Community Efforts 156

Encourage Community Involvement in Schools 161

Prepare the Annual Report 161

Task Area E: Public Relations 166

School Facilities 167

CHAPTER PAGE

Use of School Facilities 167

Maintenance Procedures for Educational Facilities . 170

Building Needs of the Jurisdiction 173

Selecting Suitable School Sites 176

Efficient Program of Plant Operation 179

Task Area F: Provision and Maintenance of School Facilities 179

Administrative Organization and Structure 182

Develop Long-Range Plans 183

Plan the Administrative Organization 186

Plan the Administrative Organization of the Jurisdiction 189

Administrative and Supervisory Functions 192

Organize Local Committees 194

Change in Jurisdiction Policy 198

Agenda for Board Meetings 199

Inservice of the Board 199

Task Area G: Administrative Organization and Structure 206

Relative Importance of the Administration Functions . 207

Rankings 208

Chief Executive Officer 210

Conclusions 210

5. SUMMARY OF FINDINGS, CONCLUSIONS AND IMPLICATIONS 213

Introduction 213

Summary of Findings 215

Instructional Leadership 215

CHAPTER PAGE

Selection and Management of Staff Personnel 216

Pupil Personnel 217

Business and Finance 218

Public Relations 221

Provision and Maintenance of School Facilities 221

Administrative Organization and Structure 222

Chief Executive Officer 223

Conclusions 224

Implications 229

Implications for the Practice of Educational Administration 230

Implications for Further Research 231

BIBLIOGRAPHY 233

APPENDIX 1: Letter to Superintendents Reviewing the Questionnaire 238

APPENDIX 2: Letters of Transmittal and Questionnaire 241

APPENDIX 3: List of Jurisdictions Illustrating Number of Questionnaires Returned 257

APPENDIX 4: Reminder Letter 265

APPENDIX 5: Ranks Assigned to Each Administrative Function by Respondent Groups 267

LIST OF TABLES

TABLE		PAGE
1.	Numbers of Respondents in Groups Used for Comparison	44
2.	Comparison of Replies for Task A-1	47
3.	Comparison of Replies for Task A-1	48
4.	Comparison of Replies for Task A-2	51
5.	Comparison of Replies for Task A-2	52
6.	Comparison of Replies for Task A-3	55
7.	Comparison of Replies for Task A-3	56
8.	Comparison of Replies for Task A-4	58
9.	Comparison of Replies for Task A-4	59
10.	Comparison of Replies for Task A-5	61
11.	Comparison of Replies for Task A-5	62
12.	Comparison of Replies for Task A-6	64
13.	Comparison of Replies for Task A-6	65
14.	Comparison of Replies for Task A-7	67
15.	Comparison of Replies for Task A-7	68
16.	Comparison of Replies for Task A-8	70
17.	Comparison of Replies for Task A-8	71
18.	Comparison of Replies for Task B-1	75
19.	Comparison of Replies for Task B-1	76
20.	Comparison of Replies for Task B-2	78
21.	Comparison of Replies for Task B-2	79
22.	Comparison of Replies for Task B-3	80
23.	Comparison of Replies for Task B-3	81
24.	Comparison of Replies for Task B-4	83

TABLE PAGE

25. Comparison of Replies for Task B-4 85

26. Comparison of Replies for Task B-5 86

27. Comparison of Replies for Task B-5 87

28. Comparison of Replies for Task B-6 89

29. Comparison of Replies for Task B-6 90

30. Comparison of Replies for Task B-7 92

31. Comparison of Replies for Task B-7 93

32. Comparison of Replies for Task C-1 97

33. Comparison of Replies for Task C-1 98

34. Comparison of Replies for Task C-2 100

35. Comparison of Replies for Task C-2 101

36. Comparison of Replies for Task C-3 103

37. Comparison of Replies for Task C-3 104

38. Comparison of Replies for Task C-4 106

39. Comparison of Replies for Task C-4 107

40. Comparison of Replies for Task C-5 108

41. Comparison of Replies for Task C-5 109

42. Comparison of Replies for Task C-6 111

43. Comparison of Replies for Task C-6 112

44. Comparison of Replies for Task C-7 113

45. Comparison of Replies for Task C-7 114

46. Comparison of Replies for Task C-8 116

47. Comparison of Replies for Task C-8 117

48. Comparison of Replies for Task D-1 121

49. Comparison of Replies for Task D-1 122

50. Comparison of Replies for Task D-2 124

TABLE PAGE

51. Comparison of Replies for Task D-2 125
52. Comparison of Replies for Task D-3 127
53. Comparison of Replies for Task D-3 128
54. Comparison of Replies for Task D-4 130
55. Comparison of Replies for Task D-4 131
56. Comparison of Replies for Task D-5 132
57. Comparison of Replies for Task D-5 134
58. Comparison of Replies for Task D-6 136
59. Comparison of Replies for Task D-6 137
60. Comparison of Replies for Task D-7 139
61. Comparison of Replies for Task D-7 140
62. Comparison of Replies for Task D-8 141
63. Comparison of Replies for Task D-8 142
64. Comparison of Replies for Task D-9 144
65. Comparison of Replies for Task D-9 145
66. Comparison of Replies for Task E-1 149
67. Comparison of Replies for Task E-1 150
68. Comparison of Replies for Task E-2 152
69. Comparison of Replies for Task E-2 153
70. Comparison of Replies for Task E-3 154
71. Comparison of Replies for Task E-3 155
72. Comparison of Replies for Task E-4 157
73. Comparison of Replies for Task E-4 158
74. Comparison of Replies for Task E-5 159
75. Comparison of Replies for Task E-5 160
76. Comparison of Replies for Task E-6 162

TABLE		PAGE
77.	Comparison of Replies for Task E-6	163
78.	Comparison of Replies for Task E-7	164
79.	Comparison of Replies for Task E-7	165
80.	Comparison of Replies for Task F-1	168
81.	Comparison of Replies for Task F-1	169
82.	Comparison of Replies for Task F-2	171
83.	Comparison of Replies for Task F-2	172
84.	Comparison of Replies for Task F-3	174
85.	Comparison of Replies for Task F-3	175
86.	Comparison of Replies for Task F-4	177
87.	Comparison of Replies for Task F-4	178
88.	Comparison of Replies for Task F-5	180
89.	Comparison of Replies for Task F-5	181
90.	Comparison of Replies for Task G-1	184
91.	Comparison of Replies for Task G-1	185
92.	Comparison of Replies for Task G-2	187
93.	Comparison of Replies for Task G-2	188
94.	Comparison of Replies for Task G-3	190
95.	Comparison of Replies for Task G-3	191
96.	Comparison of Replies for Task G-4	193
97.	Comparison of Replies for Task G-4	195
98.	Comparison of Replies for Task G-5	196
99.	Comparison of Replies for Task G-5	197
100.	Comparison of Replies for Task G-6	200
101.	Comparison of Replies for Task G-6	201
102.	Comparison of Replies for Task G-7	202

TABLE		PAGE
103.	Comparison of Replies for Task G-7	203
104.	Comparison of Replies for Task G-8	204
105.	Comparison of Replies for Task G-8	205
106.	Comparison of Median Ranks	209
107.	The Superintendent as Chief Executive Officer	211

LIST OF FIGURES

FIGURE		PAGE
1.	A Dyad Model	15
2.	A Position-Centric Model	17
3.	A System Model	18

CHAPTER 1

PROBLEM AND DEFINITION OF TERMS

Introduction

The local appointment of school superintendents in Alberta school divisions and counties became mandatory in 1970 with the introduction of a new School Act. Prior to that time, rural superintendents were hired and paid by the provincial government. As Downey (1976:136) noted, one of the major features of this arrangement was "the independence of the provincially employed superintendent from the school board." However, with local appointment, the superintendent was forced to work closely with his school board and was "really reduced to carrying out the board's wishes" (Downey, 1976:137). As a result of the change from provincial to local appointment, the relationships between the superintendent and his board changed substantially. Downey (1976:23) pointed out the significance of the change for the superintendent in the following manner, "He moved from role clarity to role misperception and role conflict. And he has been encouraged to move from a primary concern for educational tasks to a concern for executive tasks."

The need for research to determine the degree of role misperception and role conflict which exists between superintendents and trustees has special significance for education in the province. As Dykes (1965:i) points out, "failure to achieve effective working relationships has rendered the local boards and superintendents impotent in dealing with problems confronting education." This

contention is supported by Cleveland (1981:4) who notes, "school systems are particularly open to conflict arising from differences in beliefs." It seems probable that information obtained from such an investigation may be useful in clarifying the role of the superintendent and in improving the working relationships between the superintendent and his board of trustees.

Problem

The role of the locally appointed superintendent of schools in the province of Alberta is a complex one. It is shaped by a variety of forces and influenced by the expectations of a number of interest groups. However, as Dykes (1965:67) noted, "in the final analysis, the superintendent's job is what he and his school board perceive it to be." The purpose of this study is to identify the perceptions held by superintendents and trustees in Alberta school divisions and counties of the role of the locally appointed superintendent of schools and to determine the expectations of these groups for the position. The problem the study seeks to answer is: What is, and what should be, the role of the locally appointed superintendent of schools in Alberta school divisions and counties as defined by superintendents and trustees?

Statement of Sub-Problems

Specifically, answers will be sought to the following questions:

1. What are the perceptions of superintendents and trustees of the role behavior of the locally appointed superintendent in: a) instructional leadership; b) selection and management of staff

personnel; c) pupil personnel - transportation, attendance, discipline; d) business and finance; e) public relations; f) provision and maintenance of school facilities; and g) administrative organization and structure?

2. Do the perceptions of superintendents differ significantly from those of trustees of the role behavior of the locally appointed superintendent in each of the task areas identified in question 1?

3. What is the effect of the following demographic factors on the perceptions of superintendents and trustees of the role behavior of the locally appointed superintendent of schools in each of the task areas identified in question 1: type of jurisdiction, jurisdiction size, length of time in the position, and position on the board of trustees?

4. What are the expectations of trustees and superintendents for the role behavior of the locally appointed superintendent of schools in each of the task areas identified in question 1?

5. Do the expectations of superintendents differ significantly from those of trustees for the role behavior of the locally appointed superintendent of schools in each of the task areas identified in question 1?

6. What is the effect of the following demographic factors on the expectations of superintendents and trustees for the role behavior of the locally appointed superintendent of schools in each of the task areas identified in question 1: type of jurisdiction, jurisdiction size, length of time in the position, and position on the board of trustees?

7. Do the perceptions of superintendents and trustees differ from their expectations for the role of the locally appointed superintendent of schools on each of the task areas identified in question 1?

8. What is the difference in expectations held by trustees for the role of the locally appointed superintendent of schools and those that were held by trustees for the provincially appointed superintendent as identified by Finlay in 1961?

9. What differences have occurred in the role of the locally appointed superintendent from that identified by Downey in 1976 on each of the task areas identified in question 1?

10. What is the priority assigned to each of the task areas identified in question 1 by superintendents and trustees in determining the role of the locally appointed superintendent of schools?

Significance of the Problem

The locally appointed superintendent of schools occupies a key position in the school jurisdiction in which he is employed. As noted by the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators (1965:1), "The superintendent of schools is one of the most crucial and perhaps most difficult public positions in American life today. The occupant of the position, more than any other single person in the community influences the shape of public education." However, if a superintendent's role performance is significantly different from his board's expectations, an effective

working relationship will not be established and education of students will not receive the attention it requires. As Maertz (1968:9) pointed out, "Unless a board can clearly delineate the differences in roles [between the superintendent and the board] the initiative, morale, and effectiveness of the school system will be placed in jeopardy."

Gorton (1980:315) stressed the "necessity for the administrator to identify and to understand the expectations of others for his role." Salley (1979-80) in his study of American superintendents found that the "frequent mismatches between boards and superintendents result - to a great extent - from the combination of the inability and unwillingness of boards to identify what it is superintendents do and should do." The consequences of failing to communicate expectations are noted by Gorton (1980:317), "Expectations which are not clearly communicated or which are unexpressed represent an important source of misunderstanding between the administrator and those possessing expectations for his role, and constitute a major problem in school administration." Kahn (1964:53) also noted, "Role conflict and ambiguity exact a price, both in terms of individual well-being and organizational effectiveness."

In a 1976 study conducted on the role and position of the locally appointed superintendent in Alberta, Downey (1976:22) discovered that there was "considerable confusion and disagreement over role" and that the superintendency might be "entering a period of continuous role re-adjustment, re-negotiation and change."

This study is significant in that it will: 1) determine whether

or not the confusion and disagreement over the role of the superintendent still exists today; 2) assess what changes have occurred in role definition since 1976; and 3) provide information on the changing role of the superintendent of schools in Alberta counties and divisions. The study may lead to ways of reducing or minimizing role conflict through role clarification and the identification of the degree of concurrence that exists in role perceptions and expectations between superintendents and trustees.

Limitations and Delimitations

Limitations

Role study is complex and it is difficult to determine whether the expectations are held for the individual or the position. The research study will be limited by the difficulty in separating responses that are directed toward the individual and those directed toward the position. Respondents may not be able to separate the person from the position when defining role.

The study is being conducted at a time when there is considerable activity initiated by government in the field of education. The review of the School Act, particularly those provisions relating to the local appointment of superintendents, may cause some apprehension among trustees and superintendents in regard to identifving differences between practice and expectations.

In addition, the study is based upon the assumption that the behavior of the locally appointed superintendent is determined by the expectations of the reference groups with which he works.

Delimitations

The role of the locally appointed superintendent of schools is defined by a number of referent groups: principals, pupils, trustees, parents and others. The study will be delimited by selecting only trustees and superintendents.

In addition, the study is delimited to the quality and quantity of the information that can be obtained through the use of a questionnaire. Although other techniques, such as interviews and on site observations, may provide additional kinds of information, it is felt that the questionnaire is the most efficient and practical means of ascertaining the expectations of superintendents and trustees for the role of the superintendent.

Definition of Terms

General terms which are important to this study are defined as follows:

1. The term board refers to the elected board of trustees of an Alberta school division or county. When it is necessary to differentiate between the two units of administration, the term school board will be used to refer to a school division and the term county board of education will be used to refer to a county.

2. The definition of the term critical task is adapted from that provided by Graff and Street (1956:20) and refers to an "identifiable unit of behavior" which will be damaging to the goals of the organization if not performed or performed adequately.

3. The term expectation refers to "an evaluative standard

applied to an incumbent of a position" (Gross, Mason & McEachern, 1958:58).

4. The term perception refers to the predictions or judgments concerning the observed behavior of an incumbent of a position in the performance of his role.

5. The term role refers to all of the expectations held for the behavior of an individual in a designated position. Gross et al. (1958:60) define the term as, "A set of evaluative standards applied to an incumbent of a particular position."

6. The term role section refers to "a set of expectations applied to the relationship of a focal position to a single counter position" (Gross et al., 1958:62).

7. The term role conflict refers to a situation in which the incumbent of a position is subjected to opposing expectations. Sergiovanni (1980:211) defines the term "as mutually contradictory expectations for a role occupant's behavior."

8. The term superintendent refers to the locally appointed superintendent of schools appointed by a school jurisdiction under the terms of the School Act of 1970.

9. The phrase does perform the task personally means that the superintendent actually performs the task. It does not refer to tasks delegated to other employees of the jurisdiction by the superintendent.

10. The term independently means that the superintendent is delegated full responsibility for the task. The board expects that the superintendent will demonstrate initiative, complete the task, and provide the board with whatever information is deemed necessary.

11. The term directly means that the superintendent is not delegated full responsibility for this task. The board must approve before the task is performed. It is the board that decides what must be done and directs the superintendent to complete the task.

12. The term advisory means that the superintendent performs this task in an advisory capacity to the board. As the educational leader, the superintendent's advice and input are sought by the board and action would generally not be taken without it. The superintendent is considered to have performed the task in an advisory manner when such advice is sought and provided.

13. The term large jurisdiction refers to those school jurisdictions in the upper quartile of all the jurisdictions in the sample in terms of the number of full time teacher equivalents employed in the 1984-85 school term. The term small jurisdiction refers to those school jurisdictions in the lower quartile.

14. The term experienced refers to those superintendents and trustees that have occupied their present positions for a period of six or more years. The term inexperienced refers to those superintendents and trustees that have occupied their present positions for less than 2.9 years.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Reports and studies on the role of the superintendent of schools and his relationships with the board of trustees, and writings which explained role theory and the role situation were studied in order to provide information with which to design the study and develop an appropriate instrument. A review of the more relevant pieces of related literature is presented in the following sections.

Role Theory

The ultimate challenge facing behavioral scientists is that of discovering and conceptualizing regularities and consistencies in social behavior. As Snyder (1982:v) explains, "it is such regularities and consistencies that lend predictability to the behavior of individuals in social contexts - in particular, to those events that constitute dyadic interactions and group processes." Social role theory attempts to understand and explain regularities and consistencies in social behavior in terms of the roles individuals occupy as members of a social system. As Biddle (1979:26) notes, "role theory purports to discuss, predict, and explain the social behavior of human beings." A number of researchers and authors have utilized role theory to emphasize the normative aspects of social behavior. "They postulate that people do not behave in a random manner, but that their behavior is influenced by their own expectations and those of others in the group or society in which they are participants" (Sherk, 1964:8). Berlew and Hall (1979:24) stress

the significance of the expectations of others in the social system by pointing out, "One of the strongest determinants of behavior is the expectations of other people."

Much of the literature dealing with role theory has been prepared by authors allied with the disciplines of sociology, social psychology and anthropology. As a result, "role theory is not a single, well-defined statement, but a general perspective that has evolved gradually from a variety of sources that have been ignorant or contradictory of one another" (Knowles, 1982:6). Biddle (1979:ix) explains the early development of role theory in the following manner:

> Early proponents of the role concept differed in the assumptions they were willing to make about it. Anthropologists such as Ralph Linton saw roles as units of culture and tended to assume consistency of roles throughout the society. For Talcott Parsons, roles belonged to the social system and were to be explained through role expectations that were held by participants and were supported by sanctions. G.H. Mead saw role taking as a process essential to socialization and the development of the self, whereas J.L. Morens assigned significance to role playing and saw the importance of this latter process for education and psychotherapy.

Knowles (1982:6-7) maintains that the early proponents of role theory can be placed into one of two theoretical trends in sociology which can be identified as being either "symbolic interactionism" represented by Cooley, Mead and Blumer; and "structural-functionalist" represented by Linton, Parsons and Merton. The symbolic interactionist perspective "grew out of attempts to account for how an individual becomes a member of society" (Knowles, 1982:6). The basic premise is that the self does not exist without the presence of a

social group. It is only through interactions with members of the group that the individual learns to identify and to act. "The structural-functionalist perspective grew out of attempts to represent social structure" (Knowles, 1982:6). Actions are predicated on the belief that certain "aspects of behavior seem more characteristic of the relationship or the setting than of the particular individuals involved" (Knowles, 1982:7).

Modern role theory has been extended to encompass not only its sociological beginnings but concepts from other disciplines. It is now an "interdisciplinary perspective that deals with any patterned interaction between people" (Knowles, 1982:7). As Biddle (1979:4) explains, "Role theory, then is a science concerned with the study of behaviors that are characteristic of persons within contexts and with various processes that presumably produce, explain, or are affected by those behaviors." Explanation of role has expanded beyond only considerations of position to include behavior that is determined by shared expectations (Knowles, 1982:7). As a result, role theory can be used to study administrative behavior. Collett (1969:22) explains the usefulness of role theory for administrative studies in the following manner:

1. Role theory and the concept of perception can assist in the clarification of the expectations of role position.

2. Role theory can lead to a better understanding of the determinants of behavior in various administrative positions.

3. Role theory and further developments in the study of roles may lead to changing behavior by changing expectations.

4. Role theory and further developments may lead to ways of avoiding situations of role conflict, through role clarification or through sensitizing the role incumbent to the inadequacies and deficiencies of perception.

In addition, Gross et al. (1959) maintain that the study of a particular role could be conducted by obtaining from the members of a specified population the expectations they hold for the incumbents of a specific position.

Concepts of Role Theory

The literature dealing with role theory and the study of roles contains a variety of definitions for the concept of role. However, as Gross et al. (1958:17) point out, "Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves, are that individuals: (1) in social locations (2) behave (3) with reference to expectations." This position is supported by Knowles (1982:6) who explains, "roles are particular behaviors and expectations tied to particular positional labels." Any efforts to apply the concepts of role theory to the analysis and understanding of a particular role must include these three elements - social locations, behaviors and expectations.

Social Location. Social location is often described in the literature by the terms: position, status, or social position (Gross et al., 1958; Biddle, 1979; and Linton, 1936). For the purpose of this study, the term position as defined by Gross et al. (1958:48) will be used to designate social location. "The term position will be used to refer to the location of an actor or class of actors in a

system of social relationships." Position is not to be confused with role. As Biddle (1979:93) notes, "positions are classifications of human beings: roles are classifications of behavior."

The relationship of positions is essential in the application of role theory. As noted by Gross et al. (1958:50), "A position is an element or a part of a network or system of positions." No one position has meaning apart from the other positions to which it is related. Biddle (1979:93) supports this concept of position when he states that it is legitimate to specify "that positions are to be related to other positions or are imbedded in a social structure."

Gross et al. (1958) developed this concept in their study of school superintendents in the state of Massachusetts. They developed a theoretical framework in the form of a dyad model for studying the relationship between a particular position, referred to as the focal position, and another position to which it was related, referred to as a counter position. Biddle (1979:93) defines a focal position as the position focussed on in any analysis. A counter position is a group whose members are not members of the focal position but are part of the same social system. When a focal position is analyzed in relation to its various counter positions, a "complement of positions" is formed (Biddle, 1979:93).

In its simplest form, the study of a focal position and a single counter position can be represented by a dyad model. This is diagramatically represented in Figure 1. In this case, the school superintendent is the focal position and the school board member is in

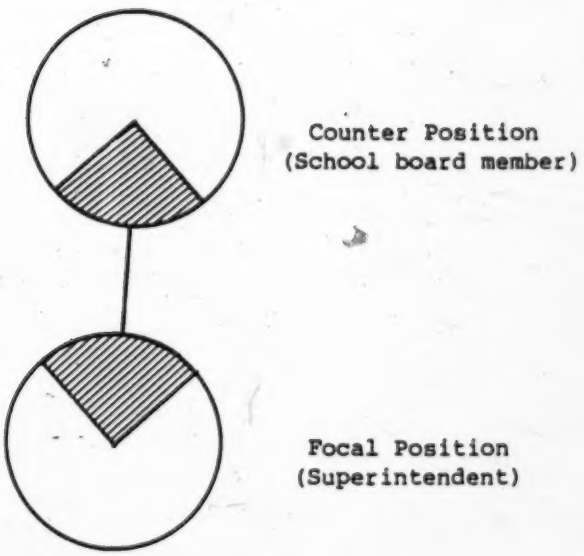

Figure 1: A Dyad Model

Adapted from Gross et al. (1958:51)

the counter position.

Gross et al. (1958:51) explain that for some purposes it is "adequate to consider its [focal position] relationship to only one other position" as illustrated by the dyad model. However, a complete description of a position is impossible "until all the other positions to which it is related have been specified." Elaboration of this concept is illustrated in Figure 2 through a position-centric model which portrays the specification of a focal position through its relationship to three counter positions.

As noted by Gross et al. (1958:53), "the position-centric model provides a framework for focussing in on one position by examining its relationships to a series of counter positions." However, this model does not examine the relationships between and among counter positions. This relationship can be studied through the use of a system model which is illustrated in Figure 3.

A further elaboration is possible by examining a focal position in a number of different systems of positions. By considering the locally appointed superintendent of schools as the focal position, the educational system can be viewed as one system among a variety of systems. The locally appointed superintendent is involved in a number of systems, including local government, the provincial government, professional organizations and community organizations.

As Gross et al. (1958) and Biddle (1979) point out, the more complete the relationship system studied, the more complete will be the position description. However, this study is concerned only with the relationship between the locally appointed superintendent of

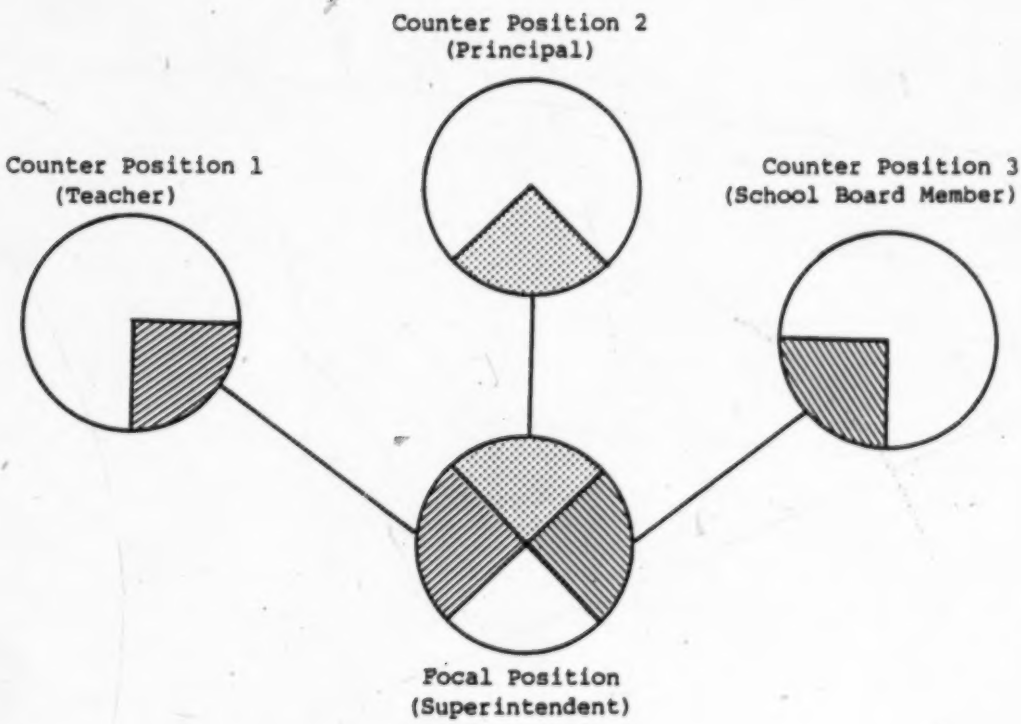

Figure 2: A Position-Centric Model

Adapted from Gross et al. (1958:51)

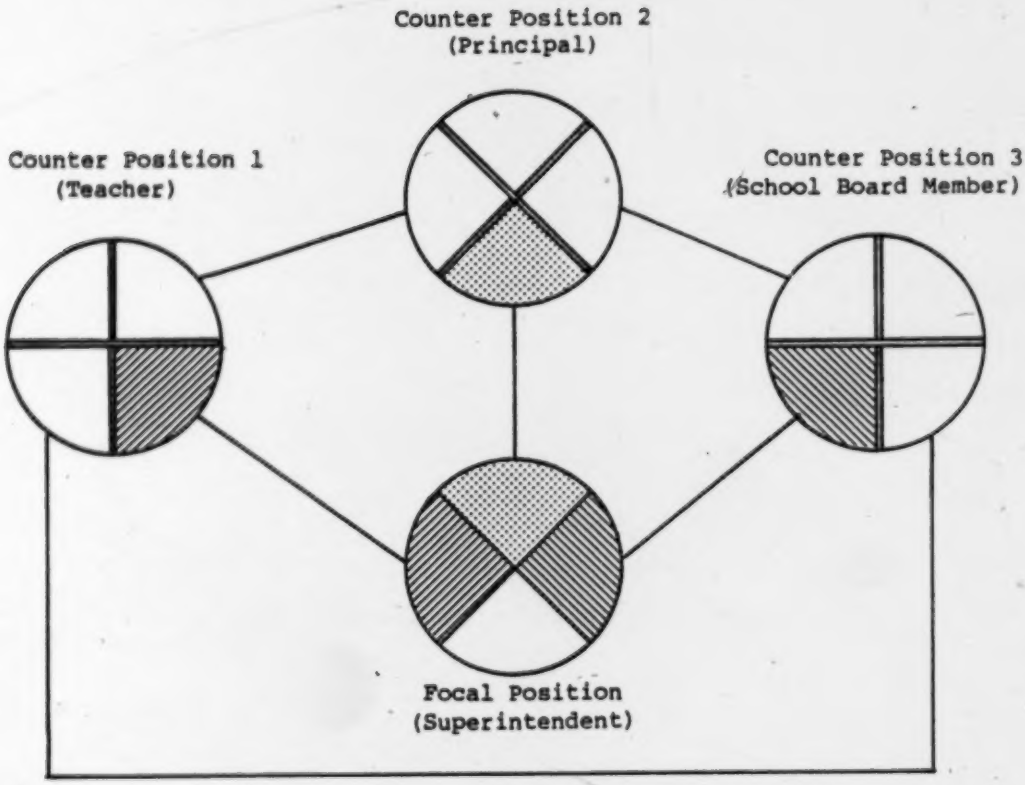

Figure 3: A System Model

Adapted from Gross et al. (1958:53)

schools and the board of trustees in school divisions and counties in the province of Alberta. This relationship is of the type illustrated in Figure 1 and is referred to as a dyad model. In this study, the locally appointed superintendent is in the focal position and school trustees are in the counter position. Gross et al. (1958:51) support the use of this model in the study of a particular position.

Expectations. Gross et al. (1958:58) point out, that "Networks of positions can be analyzed with respect to either how the incumbents of the position should interact with each other or how they actually do interact with each other." Any analysis which deals with how the incumbents should or do behave with each other will be dealing with expectations. As defined previously, an expectation is an evaluative standard applied to the incumbent of a position.

Biddle (1979) indicates that expectations can be categorized according to the manner in which they are transmitted. Overt expectations are expressed directly and openly and are most commonly recorded in some manner. Covert expectations are transmitted through deed and expression. In addition, expectations may be either individual or shared. Biddle (1979:123) distinguishes between these two types in the following manner: "Those expectations that are held uniquely by a single subject person are termed individual expectations, whereas those that correspond among subjects are termed shared expectations.

A number of authors such as Gross et al. (1958), Biddle (1979), Schein (1979), Secord (1982) and Knowles (1982) have discussed the impact of expectation on behavior. Biddle (1979:123) points out:

> When two or more persons share expectations for their joint behavior, behavorial uniformity is likely to result. Moreover, when they share expectations for the specific behavior of one of their members, not only will that member understand what he or she is to do, but others will treat him or her in a uniform fashion, thus reinforcing that person's special role.

Knowles (1982:7) explains, "Social positions are matters of reciprocal expectations and must be publicly and commonly conceived by everyone in the group." Secord (1982:33) supports this position when he indicates that roles "are sets of normative expectations specifying the attitudes and actions that are appropriate for actors in each role category or position."

Gross et al. (1958:176) refer to the effect of the length of association on the uniformity of expectations between members of a social group.

> When individuals first come together in a group, their expectations may or may not be similar but there is one condition which can be reasonably assumed: they will not know what the expectations of the others are. As they perceive the expectations which are held by those with whom they interact, their own expectations may be modified.

An incumbent's behavior in a role is determined through a process of interaction and sharing between his expectations and his perception of what he feels other expect of him. As Sherk (1964:14) explains, "Behavior in interaction is not fixed or static but involves continuous reassessment by the actor of others' expectations, and redefinition by others of their expectations as situations change." Gross et al. (1958:177) discovered that "the longer the members of a social system have interacted with one another the more consensus they

will have on the expectations they apply to incumbents of positions in that social system."

Studies utilizing role theory can be conducted at a variety of levels. At the first level, the investigator may attempt to determine what expectations the incumbent of a focal position holds for his position. At another level, it is important to identify the expectations held by the members of a counter position for the incumbent of the focal position. At a third level, the investigator may examine the perceptions of incumbents of both the focal and counter positions of the expectations held for them by members of the related positions. When dealing with role studies at the second or third levels, matters of role conflict and role consensus require attention.

The Role Situation. Gross et al. (1958) developed a number of operational concepts in attempting to describe and analyze the expectations to which the superintendents involved in their study perceived themselves to be exposed.

A role congruency is determined to be an acceptable or desirable state in which the incumbent of a focal position perceives that the same or highly similar expectations are held for him by members of all counter groups. Any situation which causes the incumbent of a focal position to perceive that he is confronted with incompatible expectations is referred to as role conflict. Biddle (1979:160) defines role conflict as occurring "when someone is subjected to two or more contradictory expectations whose stipulations the person cannot simultaneously meet in behavior."

Gross et al. (1958:248) indicate that expectations can be perceived by the incumbent of a position as being either legitimate or illegitimate. "A legitimate expectation is one to which the incumbent of a focal position feels others have a right to hold." An illegitimate expectation is one which the incumbent does not feel members of various counter groups should or have a right to hold. An expectation which is felt to be legitimate is deemed to be a perceived obligation. One which is felt to be illegitimate is identified as a perceived pressure.

Role conflict situations may be placed into categories. Intra-role conflict occurs when an individual believes that others hold different expectations for him as the incumbent of a single position. "In inter-role conflict, an individual perceives that others hold different expectations for him as the incumbent of two or more positions" (Gross et al., 1958:248). The conflicts which are given consideration in this study are of the intra-role variety.

Summary

Proponents of role theory are generally in agreement that the behavior of individuals occupying social positions is largely determined by the expectations of others who are members of his social system. In addition, his behavior is also determined by his own expectations and what he perceives others expect of him in the performance of his role. Conflict situations occur when expectations are not compatible between and among referent groups or are perceived to be incompatible.

The Superintendent of Schools

The superintendent of schools occupies a key position in the organizational structure of any school system. As Dykes (1965:67) points out, "because of the nature of his [the superintendent of schools] position, he plays a decisive role in creating working relationships through which he, the staff, and the board can move together toward common purposes." The position is unique in that it is placed between the political governing body of the jurisdiction, the elected board of trustees, and the practitioners, the teachers and other employees of the school system. The superintendent is the administrative head of the jurisdiction. As Duignan (1979:vi) noted, "He has to deal with varying and sometimes conflicting expectations and multiple demands of different interest groups." The superintendent does not have the tenure and security provided to other employees of the jurisdictions through collective agreements. He is, as Duignan (1979:200) describes, "the man in the middle." On the one hand, the superintendent is an administrator representing the interests of the school board, and on the other, the educational leader, representing the interests of the teachers and educational fraternity. As Dykes (1965:92-93) notes, "he must give loyalty and allegiance to the board, whose wishes he serves, and to the professional staff of which he is a member."

One of the first studies designed to apply the concepts and techniques of role and role conflict analysis to the position of the school superintendent was conducted through the School Executive

Studies initiated at Harvard University in 1952. A representative sample consisting of 105 school superintendents and their respective school boards from the state of Massachusetts was selected for the study. Information was gathered through the use of extensive interviews with individual superintendents and trustees by members of the research team. The results of the interviews were analyzed in order to compare "the expectations which superintendents and school board members expressed for their own and the other position" (Gross et al., 1958:95).

The study which is reported on by Gross et al. (1958:259) uncovered many incidents of role conflict. Seventy-one percent of the superintendents perceived that they had been involved in role conflict situations in the area of teacher selection and promotion alone. It was also reported "that the perception of role conflict is not as likely to affect a superintendent's satisfaction with his career as it is to affect his satisfaction with and, to a lesser extent, worry over his current job." The observations obtained from the study led to the assumption "that the conditions under which expectations are learned or taught and who defines them may be quite variable" (Gross et al., 1958:321). While the study indicated there was considerable variation in the conditions under which expectations were defined, it did develop a conceptual framework for an analysis of role using role theory.

John Finlay studied the expectations of school board members in Alberta counties and divisions for the role of the provincially appointed superintendent in 1961. The study was conducted by means of

a questionnaire which was distributed to all school divisions and counties through the office of the provincially appointed superintendent. The questionnaire consisted of 44 administrative tasks, derived from Graff and Street (1956:204-215) and was organized into the following seven administrative task areas: instructional leadership, selection and management of staff personnel, pupil personnel, provision and maintenance of school facilities, school finance, administrative organization and structure, and public relations. Trustees were asked to indicate which of the following roles they expected the superintendent to play in reference to each of the tasks: independent action, action under board direction, action in an advisory capacity to the board, or of no action at all. In addition, trustees were asked to rank the seven task areas in order of importance as they related to the activities of the superintendent. In order to determine possible reasons for difference in expectations, respondents were grouped on the basis of various demographic factors such as: position on the board, experience, occupation, and organizational structure of the jurisdiction.

The study conducted by Finlay (1961) produced the following general conclusions: 1) Trustees in counties and divisions attached greatest importance to the superintendent's role as instructional leader and expected him to perform tasks in this area independent of board direction. 2) Trustees wished to retain control over financial matters and did not expect the superintendent to assume a great deal of responsibility in this area. 3) Superintendents were not expected to assume any responsibility in directing the work of non-professional

staff. However, the superintendent was viewed as an executive officer under the direction of the board in dealing with the professional staff. 4) Experienced trustees were less inclined to delegate authority to the superintendent in task areas in which they felt confident or capable. Finlay's (1961:106) observations led him to conclude "that school boards would like to see men highly trained in the field of instructional leadership as superintendents of schools." On the basis of his findings, Finlay recommends that each school board acquaint each newly appointed superintendent with the policies that will determine the role the superintendent will fulfill in that jurisdiction.

The study conducted by John Finlay (1961) is significant for this study in that it attempted to utilize the conceptual framework developed by Gross et al. (1958) at Harvard University in 1952 to determine the expectations of trustees, a single counter position, for the role of the provincially appointed superintendent, the focal position. In addition, the critical task areas developed by Graff and Street (1956) were utilized as the basis upon which to determine expectations. Issues of role conflict were addressed by requiring respondents to identify the source of authority upon which to base action, independent of board direction to no responsibility at all. The present study will utilize the techniques developed by Finlay and will attempt to draw comparisons between board expectations for the provincially appointed superintendent in 1961 and those currently held for the locally appointed superintendent of schools in Alberta school divisions and counties.

Harry G. Sherk conducted a study in 1964 "to survey and analyse the expectations and perceptions held by school principals for the role of the provincially appointed superintendent of schools in Alberta school divisions and counties" (Sherk, 1964:v). The study also utilized the conceptual framework developed by Gross et al. (1958) and parallels the study conducted by Finlay in 1961. In this case, the role of the superintendent, the focal position, was studied by determining the expectations principals, a single counter position, hold for him. As Sherk (1964:1-2) indicated, "it represents an attempt to determine what principals consider to be appropriate action by the superintendent with respect to certain critical tasks in which principals' and the superintendents' responsibilities overlap, and to determine the extent to which there is conflict between the behavior that principals observe and the behavior that they expect from the superintendent."

The administrative tasks and task areas used by Sherk were similar to those utilized by Finlay. Respondents were asked to state their preference for the action of the superintendent on each of the tasks in terms of: independently of the principal, in consultation with the principal, on the request of the principal, and of no action at all. The results of the study indicated that there was a wide variation in the expectations held by principals for the role of the provincially appointed superintendent. However, in "general, the principals expected the superintendent to act in consultation with the principal to a greater extent than they perceived that he was doing" (Sherk, 1964:iv). Sherk was able to determine that principals did

hold expectations for the provincially appointed superintendent and that these expectations were instrumental in defining the role performed by the superintendent. As he (Sherk, 1964:iv) noted, the observations indicate "that incumbents of the superintendency adjust and adapt their role performance to meet the circumstances and needs of the situations within which they act."

Cecil P. Collins (1958) studied the consequences of the introduction and establishment of the larger units of administration on the role of the provincially appointed superintendent of schools in Canada. He was specifically concerned with the extent to which there was "role consensus and role conflict between the formal expectations as expressed in law and the actual behavior as expressed by the superintendent" (Collins, 1958:13). Collins pointed out that the balance of power between the superintendent and the board of trustees changes from day to day and from event to event. This situation is described as a co-authority relationship. Although various legal sources of power existed for the superintendent, such as provincial statute and regulation, superintendents reported that they "rely more on their own ability to influence the decisions of those with whom they work than upon authority delegated to the position" (Collins, 1958:261). The findings of this study indicated that the greatest consensus between expectations and the actual role of the superintendent occurred in the conduct of tasks performed in the area of instruction. Collins (1958:204) noted that all superintendents indicated that "they have responsibility for classroom instruction procedures, methods and techniques of instruction, teacher evaluation,

in-service education and pupil progress and promotion." It was noted that the greatest amount of conflict existed in the area of sources of authority. While recognizing the importance of advisory functions, superintendents expressed concern over the amount of authority which they exercise in relation to that exercised by the school board and the secretary-treasurer.

L.W. Downey Research Associates Ltd. conducted a major study in the province of Alberta on the role and position of the locally appointed superintendent in 1976 at the request of a number of educational stakeholder groups. "The purpose of the study was to take stock of the role and position of the school superintendent as it evolved during the 1971-1975 period of change - and to identify ways and means of clarifying and strengthening the position" (Downey, 1976:2-3). The study utilized concepts of role theory to determine the role and position of superintendents as perceived by a wide variety of referent groups including teachers, trustees, citizens and school business officials.

Downey (1976:22) reported that there were serious uncertainties over the role or potential status, power, and legal position of the board of trustees and its executive officers. Much of this was attributed to the change in the status of the superintendent from "the government's man" to "the board's man". The change in the manner of appointment reportedly moved the superintendent from a position of role clarity to one of role misperception and conflict. He was encouraged by trustees to shift priority from educational concerns to executive and administrative tasks. The study revealed that "the

differences among the expectations that various groups hold for the superintendent have sharpened and intensified considerably" (Downey, 1976:25). Trustees expected the superintendent to behave as an executive and a manager. The professional staff expected the superintendent to behave as the educational leader and the chief spokesman on educational matters. A large number of respondents viewed these expectations as being incompatable. Nevertheless, trustees still viewed instructional leadership and personnel management as the major roles to be fulfilled by the superintendent. The task areas in order of frequency mention were: educational leadership, personnel management, executive officer functions, public relations, pupil personnel, physical facilities, and business and finance.

The study revealed that a large number of respondents did not know what tasks the locally appointed superintendent performed. In addition, there was a great deal of uncertainty among trustees and teachers as to which tasks he should perform. These findings led Downey (1976) to conclude that the role and position of the locally appointed superintendent was in a state of emergence and was characterized by ambiguities and conflicting role expectations. It was assumed that with the passage of time these would be clarified and the position would stabilize.

Later studies conducted by P.A. Duignan (1979), N.J. Pitner and R.T. Ogawa (1981), and G.T. McLeod (1984), which utilized field research involving detailed observations based on guidelines developed by Mintzberg (1973), revealed that the role of the superintendent was

still characterized by varying and conflicting expectations and the multiple demands of a variety of different interest groups. Duignan (1979:212) reported that the superintendent's work is "generally superficial, discontinuous and subject to frequent interruptions." One of the major difficulties facing the superintendent is that of balancing and fulfilling the expectations placed on him by the various client groups with which he is involved. He must be able to operate an efficient as well as a humanistic organization, he must support his board's position on education and still represent the profession, and he must be a politician without appearing to be political. Duignan's (1979) observations were supported by Pitner and Ogawa (1981) who reported that the superintendent is subjected to a wide variety of conflicting expectations. They (1981:63) noted that "there is typically little consensus among a school system's constituents regarding preferred outcomes." The superintendents involved in the study viewed themselves as educational leaders and responsible for educational outcomes in spite of the necessity to deal with structural matters. McLeod (1984) studied the role of the superintendent as the chief executive officer of school boards in light of the following leadership styles: "as a mover and shaker" a proactive stance or as a functionary based on a functional rationality. Regardless of the style employed, McLeod (1984:188) reported that the role of the chief executive officer is portrayed as a series of contradictions. He alone is forced to understand the school system and is held accountable by trustees, teachers and parents.

Summary

The superintendent of schools occupies a key position in the organizational structure of any school system. The provincially appointed superintendent had greater tenure and was not as closely allied to the board of trustees as is the case with the locally appointed superintendent. The studies conducted by Collins (1958) and Finlay (1961) revealed that the superintendent was to function in the capacity of instructional leader. Tasks related to the supervision of non-professional staff, finance and the provision and maintenance of school facilities were not viewed by trustees as the direct responsibility of the superintendent. However, this may represent a rather simplistic view of the role the superintendent was expected to fill. Many of the superintendents included in the Collin's (1958) study indicated that they could not fulfill their responsibilities without becoming involved in the task areas of finance, school plant management, and general planning. With the introduction of local appointment, the role of the superintendent became more complex and tenuous. Without the tenure and security available under provincial appointment, the superintendent found it increasingly difficult to take a position different from his board on educational matters. In addition, expectations of trustees for the position changed from that of an instructional manager to that of an executive officer of the board. However, a review of the literature would indicate that regardless of the manner of appointment, the role of the superintendent of schools is a complex one and one that is shaped by many factors and influenced by the expectations of a large number of

referent groups. If the superintendent's role performance differs markedly from the expectations held for him by any of his major referent groups, his tenure is likely to be short and marked by role conflict. In addition, it would appear as if instructional leadership and the responsibility for the educational outcomes of the jurisdiction have remained the primary task of the superintendent. What appears to differ is the manner in which he is expected to fulfill this responsibility.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Procedure

The Instrument

The data for this study were collected by means of a questionnaire which was prepared for this purpose. The questionnaire was based partially from the ones utilized by Finlay (1961) in his study dealing with the expectations of school boards for the role of the provincially appointed superintendent and by Downey (1976) in his study dealing with the role and position of the locally appointed superintendent as it developed during the 1971-1975 period. Both of the above-noted questionnaires divided the role of the Alberta school superintendent, whether provincially or locally appointed, into seven administrative task areas. The Finlay (1961) study identified each of the task areas in the following manner: 1) instructional leadership, 2) selection and management of staff personnel, 3) pupil personnel, 4) provision and maintenance of school facilities, 5) school finance, 6) administrative organization and structure, and 7) public relations. The Downey (1976) study utilized the following labels: 1) educational leadership, 2) personnel management, 3) pupil personnel, 4) business and finance, 5) public relations, 6) physical facilities, and 7) executive officer functions. Although there was a difference in the terminology used in the two questionnaires to identify the administrative task areas, this difference was largely semantic and the content of the categories may be viewed as being

similar if not identical.

There is ample evidence to indicate that the above-noted categories are widely accepted and accurately reflect the critical task areas of administration. Gross et al. (1958:365) who conducted a major research project in the state of Massachusetts in an effort to explore the problems of consensus on role definition, conformity to expectations, and role-conflict resolution between school board members and superintendents, identified the following administrative functions:

1. Personnel Administration: The selection of teachers and other school employees, salaries, assignments, promotions, and separations from service.
2. Financial Administration: Budgets, handling of funds, purchases, and accounting.
3. School Plant Management: Site selection, relations with architects and contractors, furniture and equipment repairs, and custodial services.
4. Instructional Direction: Curriculum planning, methods of teaching, evaluation of activities, working with teachers, audio-visual materials, textbooks, and libraries.
5. Pupil Services Supplementary to Instruction: Transportation, health services, and school lunches.
6. Public Relations: Community contacts with organizations, newspapers, radio, reporting to the public.
7. General Planning for the school program as a whole.

Graff and Street (1956:204-215) identified the following seven critical task areas which are to be performed in the job of school administration: 1) curriculum and instruction, 2) student personnel,

3) school plant, 4) staff personnel, 5) organizational structure, 6) finance and business organization, and 7) transportation. The critical task areas identified by Graff and Street (1956) differ from those developed by Gross et al. (1958) only in that they have chosen to identify transportation as a separate task area and to include public relations as an integral part of all the other categories.

Campbell, Bridges and Nystrand (1977:116) determined that all of the tasks necessary for the operation of a school jurisdiction could be grouped into the following categories: 1) school - community relationships, 2) curriculum and instruction, 3) pupil personnel, 4) staff personnel, 5) physical facilities, and 6) finance and business management. The categories identified by Campbell et al. (1977) were, for all practical purposes, the same as those identified by Gross et al. (1958).

The questionnaire used in this study divided the role of the superintendent into seven administrative task areas: 1) instructional leadership, 2) selection and management of staff personnel, 3) pupil personnel, 4) business and finance, 5) public relations, 6) provision and maintenance of school facilities, and 7) administrative organization and structure. Under each of these areas were listed critical tasks, 53 in total, which superintendents and trustees might expect the superintendent to perform. The tasks were adapted from those utilized by Finlay (1961) and Downey (1976) and were deemed to be critical as defined by Graff and Street (1956:201-204):

1. the critical task is an identifiable unit of behavior - a segment of behavior possessing a certain degree of organismic wholeness.

2. the critical task may be identified as a step in the accomplishment of some desired purpose and would be so recognized by a competent observer who witnessed the particular behavior.

3. the critical task will need to be of such a nature that it will be possible to employ different methods in performing it.

4. the critical task will have significant relationships with all the other elements of the ongoing tasks of educational administration.

Respondents were asked to indicate if the superintendent in the jurisdiction does perform the task personally by circling one of the following: Yes, No, Don't Know. If the respondent circled Yes, he was requested to indicate the manner in which the task was performed by placing a check mark in front of one of three possible variations of role: Independently, Directly, or Advisory. Respondents were then asked to indicate if they felt that the superintendent should perform the task by circling one of the following: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). If the respondent circled either Strongly Agree (SA) or Agree (A), he was asked to indicate the manner in which the task should be performed by placing a check mark in front of one of three possible variations of role: Independently, Directly, or Advisory. All of the terms were defined on the first page of the questionnaire.

In addition to indicating whether or not the superintendent does perform the task and the manner in which it is performed, as well as providing their expectations for his role, respondents were asked to rank the seven administrative task areas in the order in which they considered them to be important as administrative functions of the

superintendent.

Validation of the Instrument

For the purpose of validation, five locally appointed superintendents who would not be involved in the study were contacted and requested to review the questionnaire and provide comments and reactions as to its suitability. A copy of the letter which was sent to them and outlined the expectations is included as Appendix 1. One of the five superintendents also gave the questionnnaire to his trustees and solicited their reaction to it. On the basis of the information received from all five of the participating superintendents, a number of revisions were made to the questionnaire. The number of tasks was increased from 47 to 53. It was noted that a number of the original tasks were compound items and could evoke two different responses. Definitions were provided for the following terms: Independently, Directly and Advisory. The phrase, "does perform the task personally", was clarified. The wording was changed in a number of areas to avoid reference to the sex of the superintendent so as not to infer that the position could only be occupied by males. All reported that the study appeared to be worthwhile, that the questionnaire was suitable, and that trustees should be able to complete the questionnaire without undue difficulty. After the questionnaire was revised, it was reviewed by two students at the graduate level in Educational Administration who had previous experience at the central office level in school jurisdictions in Alberta. Both reported that the directions for the completion of the questionnaire were clear.

The Respondents

For the purpose of this study, it was decided to include all locally appointed superintendents and their respective trustees in Alberta school divisions and counties. Of the 30 counties in Alberta, 29 were selected. The County of Thorhild was excluded due to the fact that the superintendent is a provincial employee and appointed for a fixed term. Of the 30 school divisions in Alberta, 27 were included in the sample. The Northland School Division was excluded because the superintendent is a provincial appointee and the governing structure is a great deal different from that of other school divisions. The Cardston School Division was excluded due to the fact that the superintendent is a provincial employee and seconded by the jurisdiction to fulfill the position for a fixed term. The Berry Creek School Division was excluded because it receives superintendency services on a purchase basis and does not employ its own superintendent.

In order to be able to categorize the data, it was necessary to obtain certain information about each respondent. Superintendents were asked to indicate whether they were employed by a school division or a county, the length of time they held the position, if they were designated as chief executive officer, and if they believed the superintendent should be designated as the chief executive officer. Trustees were asked to indicate whether they represented a school division or were either a town or village representative or county councillor on a county board of education. In addition, they were asked to indicate their position on the board, the length of time in

the position, the status of the superintendent as chief executive officer, and if they believed the superintendent should be designated as the chief executive officer.

Distribution and Collection of Questionnaires

It was felt that the maximum number of questionnaires would be completed and returned if each of the 55 locally employed superintendents in the selected jurisdictions would support the study and agree to participate. During the month of March, 1985, each of the superintendents was contacted directly by the investigator by telephone. The purpose of the study was explained and each superintendent was asked if he would: 1) complete a questionnaire personally, 2) distribute the questionnaire to trustees at the next board meeting and encourage them to complete it, and 3) collect the completed questionnaires and return them to the investigator. All of the superintendents indicated that they would cooperate and provide whatever assistance they could. However, a number expressed reservations about the willingness of their trustees to complete a questionnaire at this time. It was pointed out that over the year many of the trustees had participated extensively in a variety of studies dealing with such issues as the Secondary Program Review, the rewrite of the School Act, proposals to change the manner in which the revenue from electric power and pipeline was to be allocated, the review of the County Act, and the development of evaluation policies arising from the Management and Finance Plan introduced by Alberta Education. Two superintendents expressed the concern that the study might be used in regard to one of the proposals discussed in the

School Act review which called for the possibility of boards being permitted to opt for a provincially appointed superintendent.

During the month of April, a total of 588 questionnaires were distributed in the form appearing in Appendix 2. Of these, 55 were to be used by superintendents, 362 for use by county boards of education, and 171 for use by divisional boards. Members absent from meetings, pressure of other business and lengthy agendas at meetings, apprehension from two superintendents that the instrument might be viewed as an evaluative tool, and in three cases of superintendents leaving the employment of the board; resulted in a number of questionnaires not being distributed to trustees. A listing of jurisdictions and the number of questionnaires sent out and returned is included in Appendix 3.

By the middle of June, 1985, a total of 187 questionnaires were returned. Letters were sent to all superintendents encouraging them to return any completed questionnaires. Copies of these letters are included in Appendix 4. In addition a number of telephone calls were made to superintendents by the investigator. In all, a total of 219 questionnaires were received. Of these, 204 were deemed to be useable. In addition nine arrived too late to be included in the analysis. Of the 55 superintendents who were sent questionnaires, 44 responded for a percentage return of 80. Questionnaires were received from 48 out of a possible total of 56 jurisdictions for a percentage participation rate of 86. Trustees on county boards of education provided the lowest rate of return. Of the 23 jurisdictions which participated, 89 out of a possible 293 questionnaires were returned

for a percentage rate of 30. Of the 25 school divisions which participated, 77 questionnaires were received from trustees out of a possible 159 for a percentage rate of 48.

Of the 204 questionnaires deemed to be useable, the majority were completed fully. However, a number did not make any responses on the "Should" portion of the questionnaire. This would appear to support the concern expressed by some superintendents that the questionnaire might be viewed as an evaluation of the superintendent. In addition, a small number checked more than one of the three possible variations of role for some tasks. These responses were not included in the analysis and were reported as no response.

A review of the questionnaire and the comments made by some of the respondents revealed that two of the items included in Task Area B, Selection and Management of Staff Prsonnel, were identical. This was the result of a typographical error which omitted the qualifier "non" from the term, non-certificated personnel. As a result, this item was deleted and only 52 items were included in the analysis.

CHAPTER 4

TREATMENT AND ANALYSIS OF DATA

Introduction

The categories of respondents who completed and returned the questionnaire are recorded in Table 1. In addition to compiling totals of the replies of all respondents for each administrative task, the data were analyzed to ascertain any significant differences between: 1) superintendents and trustees, 2) superintendents employed by counties and those employed by divisions and their respective trustees, 3) superintendents from large jurisdictions and those from small jurisdictions, 4) experienced and inexperienced superintendents, 5) trustees from large jurisdictions and those from small jurisdictions, 6) chairpersons and other trustees, 7) experienced and inexperienced trustees, and 8) county councillors and town and village representatives in county jurisdictions. Comparisons were also made to determine the amount of agreement that exists between perceptions and expectations for the role behavior of the locally appointed superintendent of schools on each of the tasks for both superintendents and trustees. In addition, a comparison was made of the rankings awarded to each of the seven administrative functions by total respondents, by superintendents, and by trustees. A summary was also prepared illustrating the responses made by superintendents and trustees as to their perceptions and expectations regarding the position of the superintendent as the chief executive officer of the board.

The Chi-square test of independence was used to test for any

Table 1

Number of Respondents in Groups
Used for Comparison

Categories of Respondents	Number	Total Respondents
A. Superintendents		44
County Board of Education	20	
School Division	24	
Large Jurisdiction	13	
Small Jurisdiction	12	
Inexperienced	18	
Experienced	19	
B. Trustees		166
County Board of Education	89	
School Division	77	
County Councillor	46	
Town and Village Representative	43	
Chairperson	28	
Member	138	
Inexperienced	65	
Experienced	47	
Large Jurisdiction	39	
Small Jurisdiction	50	

significant differences between the groups being compared in this study, on both the perceptions of and expectations for the role of the locally appointed superintendent of schools. The five basic conditions identified by Leabo (1976:579) as necessary for Chi-square analysis to be validly applied were deemed to have been met. Where the sample contained less than 50 observations or there were less than five observations in any one cell, the appropriate modifications of the technique were instituted. The null hypothesis of independence was used. It was hypothesized that no significant differences existed between the distributions under consideration and that any differences observed occurred merely by chance. Results were tested at the 05 and .01 levels with the understanding that if observed frequencies differing from expected frequencies were found to be significant at the selected levels, the null hypothesis would be refuted.

Contingency tables were prepared for each set of responses of the various groups being compared on each task and task area included in the study. The Chi-square test of independence was then applied to the raw data in the contingency tables for each task item. If the number of observations in any one cell was less than five in 2 x 2 tables, the data were corrected for continuity following the procedure outlined by Erickson and Nosanchuk (1977:255). In tables larger than 2 x 2, Yates' correction was utilized in the manner indicated by Leabo (1976:594). As Leabo (1976:594) explains, "If the hypothesis is accepted, we should be satisfied, if rejection is indicated, then recalculate the Chi-square using Yates' correction." Since Yates' correction tends to overcompensate for small frequencies, this

approach appeared to be justified.

Instructional Leadership

In the area of instructional leadership, eight possible tasks were considered. These were as follows:

1. Visit classrooms to observe the process of instruction and offer support and encouragement, and to provide suggestions for improvement if necessary.

2. Confer with teachers in an effort to assess the quality of instruction and to provide suggestions for improvement if necessary.

3. Make provision for in-service activities and projects aimed at improving the quality of instruction.

4. Plan the development and implementation of new programs of instruction.

5. Establish systematic long-range plans for educational development.

6. Develop policies and procedures for the periodic evaluation of teachers and administrators.

7. Evaluate the programs of instruction offered by the schools.

8. Identify the educational aims and objectives of the jurisdiction.

Visit Classrooms - Task A-1

The task of visiting classrooms to observe the process of instruction and offer support and encouragement is dealt with in Tables 2 and 3. Here, as in succeeding tables, the responses of the various groups being considered were tabulated in raw scores. The

Table 2

Comparison of Replies of Task A-1

Task: Visit classrooms to observe the process of instruction and offer support and encouragement	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	40	4	0	0		39	1	0	0
Trustee	135	18	5	8		108	19	6	2
Total	175	22	5	8		147	20	6	2
Supt. - Division	21	3	0	0		21	0	0	0
Trustee - Division	62	9	3	3		53	6	3	0
Supt. - County	19	1	0	0		18	1	0	0
Trustee - County	73	9	2	5		55	13	3	2
Supt. - Large Juris.	10	3	0	0		10	0	0	0
Supt. - Small Juris.	12	0	0	0		11	1	0	0
Supt. - Exper.	17	17	2	0		17	0	0	0
Supt. - Inexper.	17	1	0	0		16	1	0	0
Trustee - Lg. Juris.	28	10	1	0		26	0	2	0
Trustee - Sm. Juris.	45	3	1	1		33	8	3	1
Trustee - Chair.	23	2	1	2		20	3	0	0
Trustee - Member	112	16	4	6		88	16	6	2
Trustee - Exper.	44	2	1	0		34	6	2	2
Trustee - Inexper.	50	11	3	1		40	8	2	0
County Councillor	36	4	2	4		23	11	1	1
Town and Village	36	5	0	2		31	2	2	1

Table 3

Comparison of Replies for Task A-1

Task: Visit classroom to observe the process of instruction and offer support and encouragement.	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	30	9	0	4	0	1		36	1	1	1	
Trustee	91	39	2	3	1	30		109	14	5	2	
Total	121	48	2	7	1	31		145	15	6	3	
Supt. - Division	16	4	0	3	0	1		18	0	1	1	
Trustee - Division	43	22	0	0	1	11		56	4	3	2	
Supt. - County	14	5	0	1	0	0		18	1	0	0	
Trustee - County	48	17	2	3	0	19		53	10	2	0	
Supt. - Lg. Juris.	5	4	0	3	0	1		8	0	0	1	
Supt. - Sm. Juris.	11	1	0	0	0	0		10	1	1	0	
Supt. - Exper.	14	2	0	2	0	1		16	0	0	0	
Supt. - Inexper.	12	5	0	1	0	0		14	1	1	1	
Trustee - Lg. Juris.	21	10	1	1	1	5		25	3	2	1	
Trustee - Sm. Juris.	27	13	1	1	0	7		35	6	1	0	
Trustee - Chair.	13	8	0	0	0	7		18	4	0	0	
Trustee - Member	78	31	2	3	1	23		91	10	5	2	
Trustee - Exper.	24	11	0	0	0	12		30	5	1	0	
Trustee - Inexper.	38	15	2	1	0	8		44	5	2	2	
County Councillor	19	11	0	1	0	15		24	6	1	0	
Town and Village	28	6	2	2	0	5		28	4	1	1	

Chi-square test of independence in contingency tables was used to test for any significant differences.

Table 2 illustrates that the majority of respondents, 175 out of a total of 202, or 86.6 percent, reported that the superintendent does visit classrooms to observe the process of instruction and offer support and encouragement. There were no statistically significant differences between the replies of the groups of respondents being compared. However, trustees from large jurisdictions reported that they did not perceive the superintendent as visiting classrooms as often as did trustees from small jurisdictions. In addition, inexperienced trustees were less likely to view the superintendent as conducting the task than were experienced trustees. The majority of respondents perceived the superintendent to act in an independent manner in the execution of this task. Although no statistically significant differences were noted between groups on how the task was performed, a number of trustees, 25 out of 133, perceived the superintendent to act directly or in an advisory capacity to the board. In addition, county councillors were more inclined to perceive the superintendent as acting directly than were town and village representatives.

As indicated in Table 3, the vast majority of respondents, 169 out of 177, expected the superintendent to visit classrooms to observe the process of instruction and offer support and encouragement. There were no statistically significant differences between the replies of the groups of respondents being compared. However, superintendents from large jurisdictions were less likely to perceive the completion

of this task as being as important as those from small jurisdictions. Out of a total of 156 respondents, 145 indicated that they expect the superintendent to perform this task independent of board direction. There were no statistically significant differences between the replies of the groups of respondents. A number of respondents evidently had difficulty in deciding the most appropriate response and did not complete this portion of the questionnaire. This may also reflect the findings made by Downey (1976:16) that "A significant number [40%] of the respondents, especially trustees and teachers, claimed they did not know what functions were in fact performed by the superintendent." Since this section did not permit a don't know response, it is possible that respondents chose not to respond. This information was recorded in the "No Response" section of the table.

Tables 2 and 3 indicate general agreement between the perceptions and expectations of the respondent groups for the role behavior of superintendents in the completion of this task. Most respondents perceived that the superintendent visits classrooms independent of board direction and expected him to do so. A small number of trustees, 25 out of 133, perceived that action is taken directly or in an advisory capacity. In addition, superintendents in large jurisdictions were less likely to indicate "strongly agree" for the expectations of this task than were superintendents in small jurisdictions.

Confer with Teachers - Task A-2

Tables 4 and 5 deal with the task of conferring with teachers in an effort to assess the quality of instruction and to provide

Table 4

Comparison of Replies for Task A-2

Task: Confer with teachers in an effort to assess the quality of instruction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	42	2	0	0		42	0	0	0	*
Trustee	144	10	4	8		119	19	7	0	
Total	186	12	4	8		161	19	7	0	
Supt. - Division	23	1	0	0		23	0	0	0	
Trustee - Division	64	6	4	3		56	5	3	0	
Supt. - County	19	1	0	0		19	0	0	0	
Trustee - County	80	4	0	5		63	14	4	0	
Supt. - Large Juris.	11	2	0	0		11	0	0	0	
Supt. - Small Juris.	12	0	0	0		12	0	0	0	
Supt. - Exper.	18	1	0	0		18	0	0	0	
Supt. - Inexper.	17	1	0	0		17	0	0	0	
Trustee - Lg. Juris.	32	6	1	0		28	2	2	0	
Trustee - Sm. Juris.	47	2	1	0		37	7	3	0	
Trustee - Chair.	23	1	1	3		19	4	1	0	
Trustee - Member	121	9	3	5		100	15	6	0	
Trustee - Exper.	44	1	1	1		35	6	4	0	
Trustee - Inexper.	56	7	2	0		47	7	2	0	
County Councillor	40	1	0	5		27	11	3	0	
Town and Village	39	3	0	1		35	3	1	0	

* Signifies a difference statistically significant at the .05 level

Table 5

Comparison of Replies for Task A-2

Task: Confer with teachers in an effort to assess the quality of instruction	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	33	8	1	1	0	1		41	0	1	0
Trustee	85	48	1	0	0	34		109	15	7	2
Total	118	56	2	1	0	35		151	15	8	2
Supt. - Division	16	6	0	1	0	1		22	0	1	0
Trustee - Division	39	26	0	0	0	12		55	3	4	2
Supt. - County	17	2	1	0	0	0		19	0	0	0
Trustee - County	46	22	1	0	0	20		54	12	3	0
Supt. - Lg. Juris.	8	2	1	1	0	1		11	0	0	0
Supt. - Sm. Juris.	11	1	0	0	0	0		11	0	1	0
Supt. - Exper.	12	5	0	1	0	1		18	0	0	0
Supt. - Inexper.	15	2	1	0	0	0		16	1	0	0
Trustee - Lg. Juris.	18	14	1	0	0	6		24	4	3	1
Trustee - Sm. Juris.	26	15	0	0	0	9		35	5	2	0
Trustee - Chair.	11	11	0	0	0	6		17	4	1	0
Trustee - Member	74	37	1	0	0	26		92	11	6	2
Trustee - Exper.	23	13	0	0	0	11		30	4	3	0
Trustee - Inexper.	36	17	1	0	0	11		46	4	3	0
County Councillor	17	15	0	0	0	14		22	9	2	0
Town and Village	28	7	1	0	0	7		31	3	1	0

suggestions for improvement if necessary. As indicated in Table 4, the majority of respondents perceived the superintendent as conferring with teachers in an effort to assess the quality of instruction independent of board direction. The perceptions of trustees differed significantly at the .05 level from those of superintendents as to how the task was conducted. Twenty-six out of 145, or 18 percent of the trustees, viewed the superintendent as acting directly or in an advisory capacity. All of the superintendents, on the other hand, perceived themselves as acting independently. No other statistically significant differences were observed between the respondent groups.

Table 5 illustrates that the majority of the respondents expected the superintendent to confer with teachers in an effort to assess the quality of instruction independent of board direction. There were no statistically significant differences observed between the replies of the groups of respondents. Once again, a small number of trustees, 22 out of a total of 131, expected the superintendent to conduct the task directly or in an advisory capacity.

Tables 4 and 5 indicate general agreement between the perceptions and expectations of the respondent groups for the role behavior of superintendents in the completion of this task. As with the previous task, the majority perceived the superintendent as conducting this task independent of board direction and expected him to do so.

Make Provision for In-Service Activities - Task A-3

The task of making provision for in-service activities and projects aimed at improving the quality of instruction is dealt with

in Tables 6 and 7. Table 6 shows that 182 out of a total of 204 respondents perceived that the superintendent performs this task. No statistically significant differences were observed between the respondent groups. Although the majority of respondents perceived the superintendent as performing this task independently of board direction, there was a statistically significant difference at the .05 level between superintendents and trustees. Of the 140 trustees who responded to this item, 71 perceived that the superintendent performs this task independently and 69 perceived that the task was performed directly or in an advisory capacity. Thirty-one of the 40 superintendents responding to the item perceived that action was taken independently.

Table 7 shows that 164 respondents expected the superintendent to make provision for in-service activities and projects aimed at improving the quality of instruction. Once again there was a statistically significant difference at the .05 level between superintendents and trustees on the manner in which the task should be performed. Superintendents most often expressed an expectation for independent action while a significant number, 63 out of 134, of trustees expected the superintendent to act directly or in an advisory capacity.

The majority of respondents on this task indicated that they perceive that the superintendent makes provision for in-service activities and projects aimed at improving the quality of instruction and expect him to do so. However, differences statistically significant at the .05 level were observed between superintendents and

Table 6

Comparison of Replies for Task A-3

Task: Make provision for in-service activities and projects aimed at improving the quality of instruction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	40	4	0	0		31	8	1	0	*
Trustee	142	13	5	6		71	46	23	2	
Total	182	17	5	6		102	54	24	2	
Supt. - Division	22	2	0	0		17	4	1	0	
Trustee - Division	65	7	3	?		38	18	8	1	
Supt. - County	18	2	0	0		14	4	0	0	
Trustee - County	77	6	2	4		33	28	15	1	
Supt. - Large Juris.	12	1	0	0		10	2	0	0	
Supt. - Small Juris.	10	2	0	0		7	2	1	0	
Supt. - Exper.	18	1	0	0		13	5	0	0	
Supt. - Inexper.	16	2	0	0		13	2	1	0	
Trustee - Lg. Juris.	33	4	2	0		21	6	6	0	
Trustee - Sm. Juris.	47	2	1	0		22	13	11	1	
Trustee - Chair.	22	3	1	2		10	6	4	2	
Trustee - Member	120	10	4	4		61	40	19	0	
Trustee - Exper.	44	3	0	0		20	15	6	2	
Trustee - Inexper.	54	7	4	0		29	15	10	0	
County Councillor	41	1	0	3		17	13	10	1	
Town and Village	35	5	2	1		15	15	5	0	

* Signifies a difference statistically significant at the .05 level

Table 7

Comparison of Replies for Task A-3

Task: Make provision for in-service activities and projects aimed at improving the quality of instruction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	26	15	0	2	0	1		35	5	1	0	*
Trustee	66	57	5	3	0	35		71	34	19	0	
Total	92	72	5	5	0	36		106	39	20	0	
Supt. - Division	12	10	0	1	0	1		19	2	1	0	
Trustee - Division	30	27	2	2	0	16		35	15	8	0	
Supt. - County	14	5	0	1	0	0		16	3	0	0	
Trustee - County	36	30	3	1	0	19		36	19	11	0	
Supt. - Lg. Juris.	7	4	0	1	0	1		10	1	0	0	
Supt. - Sm. Juris.	9	2	0	1	1	0		9	1	1	0	
Supt. - Exper.	11	6	0	1	0	1		14	3	0	0	
Supt. - Inexper.	11	6	0	1	0	0		15	1	1	0	
Trustee - Lg. Juris.	18	13	0	0	0	8		22	4	5	0	
Trustee - Sm. Juris.	20	19	2	1	0	8		24	11	7	0	
Trustee - Chair.	7	11	0	3	0	7		10	5	4	0	
Trustee - Member	59	46	5	0	0	28		61	29	15	0	
Trustee - Exper.	19	14	1	1	0	12		21	10	4	0	
Trustee - Inexper.	28	20	4	0	0	13		30	10	8	0	
County Councillor	13	19	0	0	0	14		16	9	7	0	
Town and Village	22	11	3	1	0	6		19	10	4	0	

* Signifies a difference statistically significant at the .05 level

trustees in both their expectations and perceptions of how the task was conducted. Superintendents tended to perceive and expect that action was taken independently. Although the majority of trustees perceived and expected the superintendent to perform this task independently, a significant number perceived and expected that action was taken directly or in an advisory capacity. These trustees saw themselves as having a greater involvement in this activity that did the superintendents.

Plan the Development of New Programs - Task A-4

For the task of planning the development and implementation of new programs of instruction, the majority of respondents indicated that they perceive the superintendent as taking action and expect him to do so. As indicated in Tables 8 and 9, 135 respondents indicated that they believe the superintendent performs this task and 124 respondents either agreed or strongly agreed that he should. Differences statistically significant at the .05 level were observed between superintendents and trustees, between county superintendents and county trustees, and between experienced trustees on both perception and expectation of how the role is and should be performed. The majority of superintendents perceived that they perform the role independently of board direction and expected to do so. However, the majority of trustees perceived the superintendent as performing this task directly or in an advisory capacity and expected him to do so. Inexperienced trustees indicated that they perceive the superintendent as performing the task directly or in an advisory capacity and expect him to do so. Experienced trustees were more

Table 8

Comparison of Replies for Task A-4

Task: Plan the development and implementation of new programs of instruction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	39	5	0	0		25	9	5	0	*
Trustee	135	17	8	6		51	50	27	7	
Total	174	22	8	6		76	59	32	7	
Supt. - Division	21	3	0	0		11	5	5	0	
Trustee - Division	62	9	4	2		27	19	14	2	
Supt. - County	18	2	0	0		14	4	0	0	*
Trustee - County	73	8	4	4		24	31	13	5	
Supt. - Large Juris.	10	3	0	0		6	2	2	0	
Supt. - Small Juris.	11	1	0	0		8	2	1	0	
Supt. - Exper.	17	2	0	0		13	3	1	0	
Supt. - Inexper.	16	2	0	0		10	4	2	0	
Trustee - Lg. Juris.	34	4	1	0		13	13	7	1	
Trustee - Sm. Juris.	44	3	3	0		19	15	8	2	
Trustee - Chair.	22	3	1	2		9	8	4	1	
Trustee - Member	113	14	7	4		42	42	23	6	
Trustee - Exper.	45	2	0	0		22	15	4	4	*
Trustee - Inexper.	49	11	5	0		13	20	15	1	
County Councillor	38	2	2	4		12	15	8	3	
Town and Village	34	6	2	1		11	16	5	2	

* Signifies a difference statistically significant at the .05 level

Table 9

Comparison of Replies for Task A-4

Task: Plan the development and implementation of new programs of instruction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	24	15	1	2	0	2		25	8	5	1	*
Trustee	54	70	3	5	0	34		49	47	25	3	
Total	78	85	4	7	0	36		74	55	30	4	
Supt. - Division	15	5	1	1	0	2		12	4	5	1	
Trustee - Division	25	36	1	1	0	14		26	21	14	0	
Supt. - County	9	10	0	1	0	0		13	4	0	1	*
Trustee - County	29	34	2	4	0	20		23	26	11	3	
Supt. - Lg. Juris.	4	5	0	2	0	2		6	2	2	0	
Supt. - Sm. Juris.	10	2	0	0	0			8	1	1	0	
Supt. - Exper.	13	3	1	0	0	2		11	3	1	1	
Supt. - Inexper.	8	8	0	2	0	0		10	4	2	0	
Trustee - Lg. Juris.	14	19	0	1	0	5		13	11	7	2	
Trustee - Sm. Juris.	16	22	0	2	0	10		19	15	5	0	
Trustee - Chair.	7	12	1	2	0	6		10	7	2	0	
Trustee - Member	47	58	2	3	0	28		39	40	23	3	
Trustee - Exper.	17	18	0	1	0	11		20	9	5	1	*
Trustee - Inexper.	22	27	2	2	0	12		15	21	12	1	
County Councillor	9	19	1	2	0	15		10	9	8	1	
Town and Village	19	15	1	2	0	6		12	17	3	2	

* Signifies a difference statistically significant at the .05 level

likely to perceive the superintendent as acting independently and expect him to do so.

Tables 8 and 9 show that superintendents and trustees believe the superintendent is involved in planning the development and implementation of new programs of instruction. However, differences statistically significant at the .05 level were observed between superintendents and trustees, and between inexperienced and experienced trustees, on how the task was and should be performed. Superintendents and experienced trustees were most likely to perceive and support independent action on the part of the superintendent. Trustees, as a group, perceived themselves as playing a greater role in this task and expected to do so. There appears to be a strong body of opinion among trustees that they are involved in the planning of instructional programs and expect to be. These findings are consistent with those obtained by Finlay (1961) and Collins (1958) in that where planning may involve significant expenditures, trustees expect to have greater involvement.

Establish Systematic Long-Range Plans - Task A-5

The task of establishing systematic long-range plans for educational development is dealt with in Tables 10 and 11. Here again, it can be seen that the majority of respondents perceived the superintendent as performing this task personally and expected him to do so. No statistically significant differences were observed among the groups being compared.

While there appears to be general agreement among the respondent groups being compared that this task was the responsibility of the

Table 10

Comparison of Replies for Task A-5

Task: Establish systematic long-range plans for educational development	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	41	3	0	0		10	15	12	4
Trustee	134	16	8	8		42	47	39	6
Total	175	19	8	8		52	62	51	10
Supt. - Division	21	3	0	0		5	8	5	3
Trustee - Division	61	9	4	3		21	18	20	2
Supt. - County	20	0	0	0		5	7	7	1
Trustee - County	73	7	4	5		21	29	19	4
Supt. - Large Juris.	12	1	0	0		4	4	3	1
Supt. - Small Juris.	12	0	0	0		3	4	5	0
Supt. - Exper.	19	0	0	0		6	6	5	2
Supt. - Inexper.	16	2	0	0		3	7	4	2
Trustee - Lg. Juris.	34	5	0	0		14	9	9	2
Trustee - Sm. Juris.	47	3	0	0		17	18	11	1
Trustee - Chair.	24	1	1	2		5	11	6	2
Trustee - Member	110	15	7	6		37	36	33	4
Trustee - Exper.	42	4	1	0		14	15	8	5
Trustee - Inexper.	48	9	6	2		13	16	19	0
County Councillor	38	3	1	4		10	13	12	3
Town and Village	34	4	3	2		11	16	6	1

Table 11

Comparison of Replies for Task A-5

Task: Establish systematic long-range plans for educational development	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	24	17	1	0	0	2		10	16	15	2
Trustee	68	61	2	2	0	33		36	56	38	1
Total	92	78	3	2	0	35		46	72	53	3
Supt. - Division	15	7	0	0	0	2		5	8	9	0
Trustee - Division	37	27	1	0	0	12		19	23	21	1
Supt. - County	9	10	1	0	0	0		5	8	6	0
Trustee - County	31	34	1	2	0	21		17	33	17	0
Supt. - Lg. Juris.	3	8	0	0	0	2		4	4	5	0
Supt. - Sm. Juris.	9	3	0	0	0	0		3	5	4	0
Supt. - Exper.	11	6	0	0	0	2		6	6	5	0
Supt. - Inexper.	11	6	1	0	0	0		3	7	7	0
Trustee - Lg. Juris.	18	15	0	0	0	6		13	10	9	1
Trustee - Sm. Juris.	15	27	0	1	0	7		15	18	12	0
Trustee - Chair.	11	11	0	0	0	6		6	10	7	0
Trustee - Member	57	50	2	2	0	27		30	46	31	0
Trustee - Exper.	16	19	1	0	0	11		12	15	7	1
Trustee - Inexper.	29	23	0	1	0	12		12	24	16	0
County Councillor	11	19	0	1	0	15		8	12	11	0
Town and Village	20	14	1	1	0	7		9	21	5	0

superintendent, there was wide variation among the groups as to how the task was performed. Approximately one-third of the respondents perceived the superintendent as performing the task independently, one-third perceived him as performing the task directly, and the remaining one-third as acting in an advisory capacity.

Table 11 indicates that the respondent groups expected the superintendent to perform the task in conjunction with the board of trustees. Although a number expected the superintendent to perform the task independently, the majority expected him to perform the task at the direction of the board or in an advisory capacity.

Trustees perceived themselves as being directly involved in the task of establishing long-range plans for educational development in their respective jurisdictions and expected this level of involvement. Superintendents appeared to be in general agreement with the views of trustees on their perceived and expected involvement. While approximately 25 percent of the superintendents expressed a preference for independent action, 75 percent expected to receive direction from the board or to work in an advisory capacity and perceived that this was the case.

Develop Policies and Procedures for Evaluation - Task A-6

Tables 12 and 13 deal with the task of developing policies and procedures for the periodic evaluation of teachers and administrators. Table 12 indicates that the vast majority of respondents perceived the superintendent as conducting this task in cooperation with the board, either in an advisory capacity or acting directly under the direction of the board. No statistically

Table 12

Comparison of Replies for Task A-6

Task: Develop policies and procedures for the periodic evaluation of teachers and administrators	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	44	0	0	0		13	17	14	0	
Trustee	146	9	3	8		44	58	34	10	
Total	190	9	3	8		57	75	48	10	
Supt. - Division	24	0	0	0		6	11	7	0	
Trustee - Division	72	3	0	2		18	30	18	6	
Supt. - County	20	0	0	0		7	6	7	0	
Trustee - County	74	6	3	6		26	28	16	4	
Supt. - Large Juris.	13	0	0	0		2	6	5	0	
Supt. - Small Juris.	12	0	0	0		3	5	4	0	
Supt. - Exper.	19	0	0	0		7	6	6	0	
Supt. - Inexper.	18	0	0	0		5	7	6	0	
Trustee - Lg. Juris.	37	1	1	0		15	15	6	1	
Trustee - Sm. Juris.	45	4	1	0		17	13	12	3	
Trustee - Chair.	24	1	1	2		3	11	7	3	
Trustee - Member	122	8	2	6		41	47	27	7	
Trustee - Exper.	45	2	0	0		13	17	9	6	
Trustee - Inexper.	55	5	3	2		15	23	15	2	
County Councillor	35	3	3	5		10	13	9	3	
Town and Village	38	3	0	2		16	15	6	1	

Table 13

Comparison of Replies for Task A-6

Task: Develop policies and procedures for the periodic evaluation of teachers and administrators	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	29	13	0	2	0	0		12	18	12	0	
Trustee	70	64	2	1	0	29		37	55	39	3	
Total	99	77	2	3	0	29		49	73	51	3	
Supt. - Division	18	6	0	0	0	0		5	13	6	0	
Trustee - Division	37	28	1	0	0	11		15	30	18	2	
Supt. - County	13	7	0	0	0	0		7	6	7	0	
Trustee - County	33	36	1	1	0	18		22	25	21	1	
Supt. - Lg. Juris.	10	3	0	0	0	0		2	6	5	0	
Supt. - Sm. Juris.	10	2	0	0	0	0		3	5	4	0	
Supt. - Exper.	13	6	0	0	0	0		5	8	6	0	
Supt. - Inexper.	12	6	0	0	0	0		6	7	5	0	
Trustee - Lg. Juris.	21	12	1	0	0	5		13	16	3	1	
Trustee - Sm. Juris.	16	26	1	1	0	6		15	14	14	0	
Trustee - Chair.	10	12	1	0	0	5		6	10	6	0	
Trustee - Member	60	52	1	1	0	24		31	45	33	3	
Trustee - Exper.	18	19	0	0	0	10		13	14	8	2	
Trustee - Inexper.	32	21	1	0	0	11		10	22	20	1	
County Councillor	12	19	1	1	0	13		10	7	13	1	*
Town and Village	21	16	0	0	0	6		12	18	7	0	

* Signifies a difference statistically significant at the .05 level

significant differences were noted between the groups being compared.

Table 13 indicates that the majority of respondents expected the superintendent to personally perform this task. Once again, preference was expressed for action in cooperation with the board of trustees. A difference statistically significant at the .05 level was noted between county councillors and town and village representatives on how the superintendent was expected to perform the task. County councillors tended to express a preference for an advisory or independent role while town and village representatives tended to express a preference for a direct role.

As with the previous task, both superintendents and trustees perceived and expected significant involvement by the board of trustees in the development of policies and procedures for the periodic evaluation of teachers and administrators.

Evaluate the Programs of Instruction - Task A-7

The task of evaluating the programs of instruction offered by the schools is dealt with in Tables 14 and 15. These tables indicate that the majority of respondents perceived the superintendent as performing the task personally and expected him to do so. No statistically significant differences were observed between the groups being compared.

The majority of respondents perceived the superintendent as performing the task independently and expected him to do so. While no statistically significant differences were observed between the groups being compared, a larger proportion of trustees perceived the superintendent as performing the task either directly or in an

Table 14

Comparison of Replies for Task A-7

Task: Evaluate the programs of instruction offered by the schools	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	38	6	0	0		29	5	3	1	
Trustee	133	17	8	8		80	36	14	3	
Total	171	23	8	8		109	41	17	4	
Supt. - Division	21	3	0	0		15	3	2	1	
Trustee - Division	59	10	6	2		38	13	7	1	
Supt. - County	17	3	0	0		14	2	1	0	
Trustee - County	74	7	2	6		42	23	7	2	
Supt. - Large Juris.	9	4	0	0		6	1	1	1	
Supt. - Small Juris.	11	1	0	0		9	1	1	0	
Supt. - Exper.	18	1	0	0		16	1	1	0	
Supt. - Inexper.	15	3	0	0		11	2	1	1	
Trustee - Lg. Juris.	32	4	3	0		24	7	1	0	
Trustee - Sm. Juris.	45	4	1	0		23	14	7	1	
Trustee - Chair.	22	3	0	3		14	7	2	0	
Trustee - Member	111	14	8	5		66	29	12	3	
Trustee - Exper.	39	6	1	1		23	12	3	1	
Trustee - Inexper.	51.	8	5	1		29	15	5	2	
County Councillor	39	2	0	5		21	11	5	2	
Town and Village	34	5	2	2		20	12	2	0	

Table 15

Comparison of Replies for Task A-7

Task: Evaluate the programs of instruction offered by the schools	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	23	16	0	3	0	2		32	5	3	0	
Trustee	63	67	2	3	0	31		74	35	17	4	
Total	86	83	2	6	0	33		106	40	20	4	
Supt. - Division	13	8	0	1	0	2		17	3	2	0	
Trustee - Division	35	28	1	1	0	12		36	15	11	1	
Supt. - County	10	8	0	2	0	0		15	2	1	0	
Trustee - County	28	39	1	2	0	19		38	20	6	3	
Supt. - Lg. Juris.	5	3	0	3	0	2		7	1	1	0	
Supt. - Sm. Juris.	9	3	0	0	0	0		10	1	1	0	
Supt. - Exper.	11	6	0	0	0	2		16	1	1	0	
Supt. - Inexper.	9	7	0	2	0	0		13	2	1	0	
Trustee - Lg. Juris.	19	15	0	0	0	5		23	7	2	2	
Trustee - Sm. Juris.	9	31	1	2	0	7		21	15	6	0	
Trustee - Chair.	8	13	1	0	0	6		13	5	2	1	
Trustee - Member	55	54	1	3	0	25		61	30	15	3	
Trustee - Exper.	15	20	0	1	0	11		25	8	2	0	
Trustee - Inexper.	27	25	1	1	0	11		24	17	7	4	
County Councillor	9	21	0	2	0	14		15	7	5	3	
Town and Village	18	18	1	0	0	6		22	13	1	0	

advisory capacity than did superintendents. The large majority of superintendents viewed themselves as performing this task independently and expected to do so. This is particularly true in county jurisdictions where, 14 out of a total of 17 reported that they performed this task independently, and 15 out of the 18 who responded to this item, reported that they expected to do so. On the other hand, 42 out of a total of the 72 county trustees that responded, perceived independent action and 38 out of 64 expected independent action.

Identify the Educational Aims and Objectives - Task A-8

The data pertaining to the task of identifying the educational aims and objectives of the jurisdiction are recorded in Tables 16 and 17. The respondent superintendents and trustees were in general agreement insofar as their perceptions and expectations were concerned with respect as to whether or not the superintendent personally performed this task. The large majority perceived the superintendent as performing the task in conjunction with the board, either directly or in an advisory capacity. A difference statistically significant at the .05 level was observed between the perceptions of trustees from large jurisdictions and those from small jurisdictions on how the task was conducted. Trustees from small jurisdictions were more often inclined to perceive action on this task to be taken directly on instructions from the board than were trustees from large jurisdictions. Trustees from small jurisdictions also expected the superintendent to perform the task directly more often than did trustees from large jurisdictions. A difference statistically

Table 16

Comparison of Replies for Task A-8

Task: Identify the educational aims and objectives of the jursidiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	42	2	0	0		6	13	22	1	
Trustee	137	13	7	9		24	61	44	8	
Total	179	15	7	9		30	74	66	9	
Supt. - Division	22	2	0	0		0	8	14	0	
Trustee - Division	61	8	4	4		8	24	25	4	
Supt. - County	20	0	0	0		6	5	8	1	
Trustee - County	76	5	3	5		16	37	19	4	
Supt. - Large Juris.	13	0	0	0		1	3	8	1	
Supt. - Small Juris.	12	0	0	0		2	4	6	0	
Supt. - Exper.	18	1	0	0		2	6	10	0	
Supt. - Inexper.	17	1	0	0		3	6	7	1	
Trustee - Lg. Juris.	32	5	1	1		8	11	12	1	*
Trustee - Sm. Juris.	42	4	3	1		7	26	7	2	
Trustee - Chair.	24	0	2	2		3	13	5	3	
Trustee - Member	113	13	5	7		21	48	39	5	
Trustee - Exper.	40	2	3	2		4	20	10	6	
Trustee - Inexper.	54	7	3	1		9	21	24	0	
County Councillor	39	1	2	4		6	19	11	3	
Town and Village	36	4	1	2		10	18	7	1	

* Signifies a difference statistically significant at the .05 level

Table 17

Comparison of Replies for Task A-8

Task: Identify the educational aims and objectives of the jurisdiction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	26	16	1	0	0	1		8	13	21	0	
Trustee	62	62	3	3	0	36		20	58	45	1	
Total	88	78	4	3	0	37		28	71	66	1	
Supt. - Division	15	7	1	0	0	1		0	8	15	0	
Trustee - Division	34	26	0	1	0	16		9	21	30	0	
Supt. - County	11	9	0	0	0	0		8	5	6	0	*
Trustee - County	28	36	3	2	0	20		11	37	15	1	
Supt. - Lg. Juris.	7	5	0	0	0	1		2	3	7	0	
Supt. - Sm. Juris.	10	2	0	0	0	0		3	4	5	0	
Supt. - Exper.	12	5	1	0	0	1		2	6	10	0	
Supt. - Inexper.	10	8	0	0	0	0		4	6	8	0	
Trustee - Lg. Juris.	20	13	0	0	0	6		8	12	12	1	*
Trustee - Sm. Juris.	10	27	2	2	0	9		5	26	8	0	
Trustee - Chair.	10	10	0	0	0	8		3	14	5	0	
Trustee - Member	52	52	3	3	0	28		17	44	40	1	
Trustee - Exper.	15	18	0	0	0	14		5	19	9	0	
Trustee - Inexper.	22	27	3	2	0	11		7	19	22	1	
County Councillor	12	19	0	1	0	14		4	18	8	1	
Town and Village	16	16	3	1	0	7		7	19	6	0	

*Signifies a difference statistically significant at the .05 level

significant at the .05 level was also observed between the expectations of superintendents and trustees in county jurisdictions on how this task was to be performed. County trustees expressed a strong desire for this task to be conducted directly under the direction of the board. There was strong agreement between the perceptions and expectations of the various respondent groups on this task.

Task Area A: Instructional Leadership

Items one to eight in Section A of the questionnaire all pertained to the task area of instructional leadership. An examination of the data included in Tables 2 to 17 indicates that the majority of respondents perceived the superintendent as performing all of the tasks identified in this task area personally and expected him to do so. This finding agrees with that of Finlay (1961:iv) who observed that school boards in Alberta attach significance to the role of the provincially appointed superintendent as an instructional leader.

The information in Tables 2 to 17 also indicates that superintendents and trustees perceived and expected greater involvement by the board of trustees in matters of policy development and the identification of educational aims and objectives. Superintendents perceived and expected themselves as visiting classrooms, conferring with teachers and conducting in-service activities independent of the board. These perceptions and expectations appear to be shared by the majority of trustees. It would appear as if trustees perceived the superintendent as working

with the professional staff in the improvement of instruction independent of board direction and expected him to do so. However, independent action on the part of the superintendent was not perceived or expected by trustees on tasks which deal with policy or the development of philosophical directions. Trustees perceived and expected themselves as having greater involvement in the planning, development and implementation of new programs of instruction than do the superintendents who tended to perceive themselves as performing the task independently. This reflects the observations made by Collins (1958) who noted that superintendents place a great deal of significance on their own initiative in instructional matters.

A small number of respondents indicated that they didn't know if the superintendent performed some of the tasks listed. This varies significantly from Downey's (1976:16) findings which indicated that, "A significant number [40%] of the respondents, especially trustees and teachers, claimed they did not know what functions were in fact performed by the superintendent."

Selection and Management of Staff Personnel

In the area of selection and management of staff personnel, the following tasks were considered.

1. Develop policies and procedures for the periodic evaluation of non-certificated personnel.

2. Develop policies and procedures for the promotion of certificated personnel.

3. Select and place school system administrators.

4. Select and place teachers.

5. Foster positive attitudes among all employees toward the school and school jurisdiction.

6. Recommend the termination of employment of certificated personnel.

7. Recommend the termination of employment of non-certificated personnel.

Develop Policies and Procedures for Evaluation - Task B-1

The task of developing policies and procedures for the periodic evaluation of non-certificated personnel is dealt with in Tables 18 and 19. As indicated in Table 18, the majority of respondents viewed the superintendent as conducting this task personally. However, 79 out of 210, indicated "no," "don't know," or didn't respond. This could be taken to mean that there were a significant number who did not perceive the superintendent as being actively involved in this task. Thirty-six percent, or 16 out of 44, of the superintendents indicated that they did not perceive themselves as performing this task. The majority of the respondents who indicated that the superintendent performs the task personally, perceived that this was done in conjunction with the board, either directly or in an advisory capacity. A difference statistically significant at the .05 level was observed between experienced and inexperienced trustees on their perceptions of how the task was conducted. Inexperienced trustees tended to perceive the superintendent as performing the task more independently than did experienced trustees.

Table 18 illustrates that the majority of respondents expected

Table 18

Comparison of Replies for Task B-1

Task: Develop policies and procedures for the periodic evaluation of non-certificated personnel	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	27	16	0	1		10	10	7	0	
Trustee	104	40	13	9		25	45	32	2	
Total	131	56	13	10		35	55	39	2	
Supt. - Division	16	8	0	0		4	6	6	0	
Trustee - Division	49	20	5	3		8	21	20	0	
Supt. - County	11	8	0	1		6	4	1	0	
Trustee - County	55	20	8	6		17	24	12	2	
Supt. - Large Juris.	7	6	0	0		2	3	2	0	
Supt. - Small Juris.	9	3	0	0		2	4	3	0	
Supt. - Exper.	12	7	0	0		5	4	3	0	
Supt. - Inexper.	11	6	0	1		3	5	3	0	
Trustee - Lg. Juris.	28	8	3	0		8	11	9	0	
Trustee - Sm. Juris.	29	13	7	1		8	15	6	0	
Trustee - Chair.	18	8	0	2		2	10	5	1	
Trustee - Member	86	32	13	7		23	35	27	1	
Trustee - Exper.	36	6	3	2		2	19	13	2	*
Trustee - Inexper.	41	18	5	1		15	15	11	0	
County Councillor	28	9	4	5		8	11	7	2	
Town and Village	26	11	4	2		9	13	4	0	

* Signifies a difference statistically significant at the .05 level

Table 19

Comparison of Replies for Task B-1

Task: Develop policies and procedures for the periodic evaluation for non-certificated personnel	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	17	17	2	5	1	2		12	11	12	0
Trustee	37	72	7	8	3	39		25	48	32	4
Total	54	89	9	13	4	41		37	59	44	4
Supt. - Division	11	8	1	3	0	1		6	5	9	0
Trustee - Division	25	31	3	2	0	16		9	23	21	3
Supt. - County	6	9	1	2	1	1		6	6	3	0
Trustee - County	12	41	4	6	3	23		16	25	11	1
Supt. - Lg. Juris.	4	4	0	3	1	1		2	3	4	0
Supt. - Sm. Juris.	6	4	1	1	0	0		3	3	4	0
Supt. - Exper.	10	4	1	3	0	1		6	5	4	0
Supt. - Inexper.	4	11	0	1	1	1		4	6	5	0
Trustee - Lg. Juris.	12	17	2	1	0	7		6	11	9	3
Trustee - Sm. Juris.	5	25	4	5	1	10		10	15	6	0
Trustee - Chair.	4	14	3	1	0	6		4	9	6	0
Trustee - Member	33	58	4	7	3	33		21	39	26	4
Trustee - Exper.	9	21	2	2	0	13		4	15	10	1
Trustee - Inexper.	16	28	1	3	3	14		10	21	12	1
County Councillor	2	22	0	4	1	7		7	11	5	1
Town and Village	10	18	4	2	2	7		9	14	5	0

the superintendent to be involved in the development of policies and procedures for the periodic evaluation of non-certificated personnel. However, action was expected to be performed under the direction of the board or in an advisory capacity. No statistically significant differences were observed between the respondent groups being compared.

Trustees perceived and expected the superintendent to be involved in the development of policies and procedures for the periodic evaluation of non-certificated personnel. However, they see themselves as playing a significant role. While the majority of superintendents appear to hold similar views, approximately one-third expected to perform the task independent of the board.

Develop Policies and Procedures for Promotion - Task B-2

The task of developing policies and procedures for the promotion of certificated personnel is dealt with in Tables 20 and 21. The large majority of respondents perceived and expected the superintendent to be personally involved in this task. As with the previous task, superintendents and trustees perceived and expected significant involvement by the board with the superintendent performing his role directly or in an advisory capacity. No statistically significant differences were observed between the respondent groups being compared.

Select and Place School System Administrators - Task B-3

Tables 22 and 23 deal with the task of selecting and placing school system administrators. Once again, the large majority of respondents, 172 out of a possible total of 210, perceived that the superintendent personally performs this task directly under the

Table 20

Comparison of Replies for Task B-2

Task: Develop policies and procedures for the promotion of certificated personnel	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	35	9	0	0		7	13	14	1
Trustee	117	23	17	9		22	55	36	4
Total	152	32	17	9		29	68	50	5
Supt. - Division	19	5	0	0		2	8	8	1
Trustee - Division	53	14	5	5		9	25	19	0
Supt. - County	16	4	0	0		5	5	6	0
Trustee - County	64	9	12	4		13	30	17	4
Supt. - Large Juris.	10	3	0	0		1	4	4	1
Supt. - Small Juris.	9	3	0	0		2	3	4	0
Supt. - Exper.	16	3	0	0		4	7	5	0
Supt. - Inexper.	14	4	0	0		2	5	6	1
Trustee - Lg. Juris.	29	7	3	0		8	13	7	1
Trustee - Sm. Juris.	38	4	7	1		10	19	8	1
Trustee - Chair.	20	3	3	2		6	9	5	0
Trustee - Member	97	20	14	7		16	46	31	4
Trustee - Exper.	36	5	4	2		5	18	11	2
Trustee - Inexper.	45	11	9	0		7	20	17	1
County Councillor	30	4	8	4		6	14	9	1
Town and Village	33	5	4	1		7	16	7	3

Table 21

Comparison of Replies for Task B-2

Task: Develop policies and procedures for the promotion of certificated personnel	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	21	20	1	1	0	1		9	15	17	0
Trustee	46	68	9	7	1	35		29	47	37	3
Total	67	88	10	8	1	36		38	62	54	3
Supt. - Division	14	9	0	0	0	1		3	9	11	0
Trustee - Division	21	33	5	3	0	15		11	23	20	0
Supt. - County	7	11	1	1	0	0		6	6	6	0
Trustee - County	25	35	4	4	1	20		18	24	17	1
Supt. - Lg. Juris.	4	7	0	1	0	1		1	5	5	0
Supt. - Sm. Juris.	8	3	1	0	0	0		3	3	5	0
Supt. - Exper.	10	8	0	0	0	1		6	8	5	0
Supt. - Inexper.	8	9	0	1	0	0		3	6	8	0
Trustee - Lg. Juris.	13	19	1	1	0	5		10	14	5	3
Trustee - Sm. Juris.	10	24	4	2	0	10		13	13	12	0
Trustee - Chair.	7	12	2	1	0	6		6	8	5	0
Trustee - Member	39	56	7	6	1	29		23	39	32	3
Trustee - Exper.	10	19	3	1	0	14		8	13	10	0
Trustee - Inexper.	19	29	2	3	1	11		10	17	20	2
County Councillor	7	17	3	3	0	16		7	10	7	0
Town and Village	18	17	1	1	1	5		11	13	10	1

Table 22

Comparison of Replies for Task B-3

Task: Select and place school system administrators	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	42	2	0	0		5	20	17	0	
Trustee	130	23	3	10		19	55	52	4	
Total	172	25	3	10		24	75	69	4	
Supt. - Division	23	1	0	0		0	13	10	0	
Trustee - Division	60	10	2	5		5	26	29	0	
Supt. - County	19	1	0	0		5	7	7	0	
Trustee - County	70	13	1	5		14	29	23	4	
Supt. - Large Juris.	12	1	0	0		2	6	4	0	
Supt. - Small Juris.	12	0	0	0		0	5	7	0	
Supt. - Exper.	18	1	0	0		2	10	6	0	
Supt. - Inexper.	17	1	0	0		3	7	7	0	
Trustee - Lg. Juris.	33	4	1	1		5	14	13	1	
Trustee - Sm. Juris.	44	6	0	0		8	22	13	1	
Trustee - Chair.	22	3	1	2		4	7	9	2	
Trustee - Member	108	20	2	8		15	48	43	2	
Trustee - Exper.	40	6	0	1		5	16	15	4	
Trustee - Inexper.	50	10	3	2		7	21	22	0	
County Councillor	36	4	1	5		8	13	12	4	
Town and Village	34	8	0	1		6	16	11	1	

Table 23

Comparison of Replies for Task B-3

Task: Select and place school system administrators	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	22	20	0	1	0	1		10	18	14	0	
Trustee	47	64	3	10	4	38		17	49	47	0	
Total	69	84	3	11	4	39		27	67	61	0	
Supt. - Division	12	11	0	0	0	1		5	11	7	0	
Trustee - Division	27	28	1	3	3	15		6	22	28	0	
Supt. - County	10	9	0	1	0	0		5	7	7	0	
Trustee - County	20	36	2	7	1	23		11	27	19	0	
Supt. - Lg. Juris.	7	4	0	1	0	1		4	4	3	0	
Supt. - Sm. Juris.	8	4	0	0	0	0		1	6	5	0	
Supt. - Exper.	8	10	0	0	0	1		5	10	4	0	
Supt. - Inexper.	10	7	0	1	0	0		4	6	7	0	
Trustee - Lg. Juris.	17	10	1	1	1	9	*	5	11	11	0	
Trustee - Sm. Juris.	7	30	0	5	0	8		6	21	13	0	
Trustee - Chair.	7	11	1	2	0	7		4	7	9	0	
Trustee - Member	40	53	2	8	4	31		13	42	38	0	
Trustee - Exper.	13	18	0	2	0	14		4	15	14	0	
Trustee - Inexper.	18	25	1	3	4	14		6	19	18	0	
County Councillor	8	16	0	4	1	17		5	12	8	0	
Town and Village	12	20	2	2	0	7		6	15	11	0	

* Signifies a difference statistically significant at the .05 level

direction of the board or in an advisory capacity. No statistically significant differences were observed between the respondent groups being compared on the perceptions of the role behavior of superintendents in the conduct of this task.

Table 23 illustrates that the expectations of the respondents reflect the perceived role behavior of the superintendent on this task. However, a larger number of superintendents expressed a preference for independent action than was perceived to be the case. A difference statistically significant at the .05 level was observed between trustees of large jurisdictions and those of small jurisdictions on the intensity of involvement. Trustees in large jurisdictions were more often inclined to strongly agree, whereas trustees in small jurisdictions were inclined to agree. Trustees in large jurisdictions appear to expect superintendent involvement in this task more strongly than do trustees in small jurisdictions.

Select and Place Teachers - Task B-4

As illustrated in Table 24, the large majority of respondents perceived the superintendent as being involved personally in the task of selecting and placing teachers. In addition, the majority of respondents perceived that action is taken independently of the board. No statistically significant differences were observed between the respondent groups being compared. However, trustees perceived the superintendent as conducting the task either directly or in an advisory capacity more often than did superintendents. It should also be noted that there were no responses in the don't know category. In addition, very few chose not to respond to this item. It would appear

Table 24

Comparison of Replies for Task B-4

Task: Select and place teachers	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	40	5	0	0		30	7	3	0
Trustee	147	11	0	8		81	40	23	3
Total	187	15	0	8		111	47	26	3
Supt. - Division	22	2	0	0		14	5	3	0
Trustee - Division	69	5	0	3		38	18	12	1
Supt. - County	18	2	0	0		16	2	0	0
Trustee - County	78	6	0	5		43	22	11	2
Supt. - Large Juris.	9	4	0	0		7	2	0	0
Supt. - Small Juris.	12	0	0	0		9	2	1	0
Supt. - Exper.	19	0	0	0		15	3	1	0
Supt. - Inexper.	16	2	0	0		11	3	2	0
Trustee - Lg. Juris.	31	7	0	1		21	5	4	1
Trustee - Sm. Juris.	48	2	0	0		22	16	8	2
Trustee - Chair.	26	0	0	2		15	6	4	1
Trustee - Member	121	11	0	6		66	34	19	2
Trustee - Exper.	45	2	0	0		23	10	9	3
Trustee - Inexper.	59	5	0	1		31	19	9	0
County Councillor	38	3	0	5		20	10	7	1
Town and Village	39	3	0	1		22	12	4	1

as if the superintendent's role in the selection and placement of teachers is well known to the respondent groups.

Table 25 illustrates that the majority of respondents expected the superintendent to personally select and place teachers independent of board direction. The single largest group strongly agreed that the conduct of this task was an expectation of the role behavior of the superintendent. A difference statistically significant at the .05 level was observed between superintendents and trustees, and between trustees from large jurisdictions and those from small jurisdictions, on how the task is to be conducted. Thirty-one out of 40 superintendents expected to perform this task in an independent manner. Sixty-three out of 124 trustees, on the other hand, expected independent action. Trustees from large jurisdictions were more often to expect independent action on the part of the superintendent than were trustees from small jurisdictions. It should be noted that the four superintendents who disagreed with the superintendent's involvement in this task were from large jurisdictions. It should also be noted, that of the 39 superintendents who agreed with the expectations for this task, 29 or 74 percent, strongly agreed. On the other hand, only 58, or 48 percent of the trustees strongly agreed.

Foster Positive Attitudes - Task B-5

The task of fostering positive attitudes among all employees toward the school and school jurisdictions is dealt with in Tables 26 and 27. As these tables indicate, the large majority perceived the superintendent as performing this task personally and expected him to do so. In addition, the majority of respondents perceived and

Table 25

Comparison of Replies for Task B-4

Task: Select and place teachers	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	29	10	0	3	1	1		31	7	2	0	*
Trustee	58	64	1	8	2	33		63	37	24	0	
Total	87	74	1	11	3	34		94	44	26	0	
Supt. - Division	17	4	0	2	0	1		15	5	2	0	
Trustee - Division	29	31	1	2	2	12		28	19	13	0	
Supt. - County	12	6	0	1	1	0		16	2	0	0	
Trustee - County	29	33	0	6	0	21		35	18	11	0	
Supt. - Lg. Juris.	6	2	0	3	1	1		7	2	0	0	
Supt. - Sm. Juris.	9	3	0	0	0	0		9	2	1	0	
Supt. - Exper.	14	4	0	0	0	1		15	3	1	0	
Supt. - Inexper.	12	4	0	1	1	0		12	3	1	0	
Trustee - Lg. Juris.	15	12	0	3	1	8		21	2	3	0	*
Trustee - Sm. Juris.	12	26	1	3	0	8		15	19	8	0	
Trustee - Chair.	8	12	0	0	0	8		14	6	3	0	
Trustee - Member	50	52	1	8	2	25		49	31	21	0	
Trustee - Exper.	13	18	1	2	0	13		17	11	7	0	
Trustee - Inexper.	26	24	0	3	2	10		23	13	13	0	
County Councillor	10	16	0	4	0	16		15	6	7	0	
Town and Village	19	16	0	2	0	6		19	12	4	0	

* Signifies a difference statistically significant at the .05 level

Table 26

Comparison of Replies for Task B-5

Task: Foster positive attitudes among all employees toward the school and school jurisdiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	44	0	0	0		32	7	4	1	
Trustee	142	10	7	7		101	27	9	5	
Total	186	10	7	7		133	34	13	6	
Supt. - Division	24	0	0	0		17	4	2	1	
Trustee - Division	65	6	3	3		46	12	6	1	
Supt. - County	20	0	0	0		15	3	2	0	
Trustee - County	77	4	4	4		55	15	3	4	
Supt. - Large Juris.	13	0	0	0		9	4	0	0	
Supt. - Small Juris.	12	0	0	0		8	1	3	0	
Supt. - Exper.	19	0	0	0		13	3	2	1	
Supt. - Inexper.	18	0	0	0		14	3	1	0	
Trustee - Lg. Juris.	34	2	2	1		28	4	0	2	
Trustee - Sm. Juris.	45	3	2	0		29	13	1	2	
Trustee - Chair.	25	1	0	2		18	5	0	2	
Trustee - Member	117	9	7	5		83	22	9	3	
Trustee - Exper.	41	4	2	0		27	8	2	4	
Trustee - Inexper.	55	5	5	0		38	11	5	1	
County Councillor	39	1	2	4		27	9	0	3	
Town and Village	37	3	2	1		27	6	3	1	

Table 27

Comparison of Replies for Task B-5

Task: Foster positive attitudes among all employees toward the school and school jurisdiction	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	33	10	0	0	0	1		33	5	5	0
Trustee	75	54	4	1	2	30		97	21	11	0
Total	108	64	4	1	2	31		130	26	16	0
Supt. - Division	17	6	0	0	0	1		18	3	2	0
Trustee - Division	39	24	2	0	1	11		46	10	7	0
Supt. - County	16	4	0	0	0	0		15	2	3	0
Trustee - County	36	30	2	1	1	19		51	11	4	0
Supt. - Lg. Juris.	7	5	0	0	0	1		10	2	1	0
Supt. - Sm. Juris.	11	1	0	0	0	0		8	1	3	0
Supt. - Exper.	16	2	0	0	0	1		14	2	2	0
Supt. - Inexper.	12	6	0	0	0	0		14	2	2	0
Trustee - Lg. Juris.	20	12	0	0	0	7		27	4	1	0
Trustee - Sm. Juris.	17	22	2	1	1	7		29	10	2	0
Trustee - Chair.	11	10	0	0	0	7		16	4	2	0
Trustee - Member	64	44	4	1	2	23		81	17	9	0
Trustee - Exper.	23	11	1	0	0	12		27	4	4	0
Trustee - Inexper.	25	26	2	1	2	9		36	9	6	0
County Councillor	13	17	0	0	1	15		21	6	3	0
Town and Village	22	13	2	1	0	5		29	5	1	0

expected that this was done in an independent manner. One hundred percent of the superintendents that responded to this item indicated that they perform the task and expect to do so. No statistically significant differences were observed among the respondent groups being compared.

Recommend the Termination of Employment - Task B-6

Tables 28 and 29 deal with the task of recommending the termination of employment of certificated personnel. These tables indicate that the vast majority of respondents perceived the superintendent as personally performing this task and expected him to do so. A difference statistically significant at the .05 level was observed in the expectations of superintendents and trustees on the strength of agreement. Thirty-five of the 43 superintendents, who responded to this item, strongly agreed that this was an expectation of the superintendent.

A difference statistically significant at the .05 level was observed between trustees and superintendents, and between county superintendents and county trustees, on how they perceived and expected this task to be performed. The majority of superintendents perceived and expected to perform this task independently of the board. Trustees, and in particular county trustees, perceived and expected to have a significant role in recommending the termination of the employment of certificated staff. These trustees also perceived and expected the superintendent to perform this task at the direction of the board, or in an advisory capacity.

Table 28

Comparison of Replies for Task B-6

Task: Recommend the termination of employment of certificated personnel	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	43	1	0	0		25	7	10	1	*
Trustee	142	12	3	9		50	41	49	2	
Total	185	13	3	9		75	48	59	3	
Supt. - Division	23	1	0	0		10	4	8	1	
Trustee - Division	66	6	2	3		24	18	23	1	
Supt. - County	20	0	0	0		15	3	2	0	*
Trustee - County	76	6	1	6		26	23	26	1	
Supt. - Large Juris.	12	1	0	0		9	1	2	0	
Supt. - Small Juris.	12	0	0	0		6	3	2	1	
Supt. - Exper.	19	0	0	0		10	4	5	0	
Supt. - Inexper.	17	1	0	0		12	2	3	0	
Trustee - Lg. Juris.	36	2	0	1		15	9	10	2	
Trustee - Sm. Juris.	44	5	1	0		11	17	17	0	
Trustee - Chair.	26	0	0	2		11	6	7	2	
Trustee - Member	116	12	3	7		39	35	42	0	
Trustee - Exper.	43	4	0	0		18	8	15	2	
Trustee - Inexper.	59	4	0	2		16	20	24	0	
County Councillor	38	2	1	5		9	11	15	2	
Town and Village	37	4	0	2		16	12	11	0	

* Signifies a difference statistically significant at the .05 level

Table 29

Comparison of Replies for Task B-6

Task: Recommend the termination of employment of certificated personnel	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	35	7	0	1	0	1	*	24	8	9	1	*
Trustee	70	58	2	3	0	33		45	34	52	0	
Total	105	65	2	4	0	34		69	42	61	1	
Supt. - Division	20	2	0	1	0	1		10	4	8	0	
Trustee - Division	39	23	1	1	0	13		21	14	28	0	
Supt. - County	15	5	0	0	0	0		14	4	1	1	*
Trustee - County	31	35	1	2	0	20		24	20	24	0	
Supt. - Lg. Juris.	9	2	0	1	0	1		9	1	2	0	
Supt. - Sm. Juris.	10	2	0	0	0	0		6	4	1	1	
Supt. - Exper.	15	3	0	0	0	1		8	5	5	0	
Supt. - Inexper.	14	3	0	1	0	0		11	2	3	1	
Trustee - Lg. Juris.	19	11	0	1	0	8		14	8	8	0	
Trustee - Sm. Juris.	17	22	2	2	0	7		9	14	20	0	
Trustee - Chair.	11	10	0	0	0	7		12	4	7	0	
Trustee - Member	59	48	2	3	0	26		33	30	45	0	
Trustee - Exper.	21	13	1	0	0	12		15	5	16	0	
Trustee - Inexper.	26	26	1	2	0	10		14	16	22	0	
County Councillor	12	17	0	1	0	16		8	9	14	0	
Town and Village	18	18	1	1	0	5		15	11	10	0	

* Signifies a difference statistically significant at the .05 level

Recommend the Termination of Employment - Task B-7

For the task of recommending the termination of non-certificated personnel, dealt with in Tables 30 and 31, the majority of respondents indicated that they perceive and expect this to be the personal responsibility of the superintendent. No statistically significant differences were observed between the respondent groups being compared on whether or not the superintendent performed or should perform this task.

Respondents were not in agreement as to how the task was or should be performed. Superintendents, as a group, tended to perceive and expect independent action. The statistically significant difference that was observed between the expectations of experienced and inexperienced trustees, and between the expectations of trustees from large jurisdictions and those from small jurisdictions, resulted mainly from the higher expectations of the experienced trustees and those from larger jurisdictions for independent action on the part of the superintendent in the conduct of the task. It may be that trustees, in large jurisdictions and those with experience, are more inclined to express a preference for independent action on the part of the superintendent in this task and to deal with matters of policy and to act on the recommendation of the superintendent in determining specific action. These observations are at variance with those made by Finlay (1961:25) who noted, "thirty-one per cent of the inexperienced members and only 16 per cent of the experienced members favored independent action." Finlay (1961:25) attributed this to the possibility "that many inexperienced members are unaware that their

Table 30

Comparison of Replies for Task B-7

Task: Recommend the termination of non-certificated personnel	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	33	11	0	0		18	6	8	1
Trustee	115	33	12	6		40	32	40	3
Total	148	44	12	6		58	38	48	4
Supt. - Division	18	6	0	0		7	4	6	1
Trustee - Division	59	14	2	2		19	13	26	1
Supt. - County	15	5	0	0		11	2	2	0
Trustee - County	56	19	10	4		21	19	14	2
Supt. - Large Juris.	10	3	0	0		7	1	2	0
Supt. - Small Juris.	9	3	0	0		5	2	2	0
Supt. - Exper.	13	6	0	0		7	2	3	1
Supt. - Inexper.	14	4	0	0		9	3	2	0
Trustee - Lg. Juris.	24	11	4	0		12	6	6	0
Trustee - Sm. Juris.	38	6	6	0		10	14	13	1
Trustee - Chair.	20	6	0	2		5	7	8	0
Trustee - Member	95	27	12	4		35	25	32	3
Trustee - Exper.	33	12	2	0		13	6	11	3
Trustee - Inexper.	47	13	5	0		13	17	17	0
County Councillor	27	8	7	4		9	10	7	1
Town and Village	28	11	3	1		11	9	7	1

Table 31

Comparison of Replies for Task B-7

Task: Recommend the termination of employment of non-certificated personnel	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	21	11	4	6	0	2		17	8	8	0	
Trustee	41	65	9	11	3	37		38	26	44	0	
Total	62	76	13	17	3	39		55	34	52	0	
Supt. - Division	10	7	2	3	0	2		7	5	6	0	
Trustee - Division	23	33	4	4	1	12		18	11	27	0	
Supt. - County	11	4	2	3	0	0		10	3	2	0	
Trustee - County	18	32	5	7	2	25		20	15	17	0	
Supt. - Lg. Juris.	5	4	0	2	0	2		7	2	2	0	
Supt. - Sm. Juris.	6	2	2	2	0	0		4	3	1	0	
Supt. - Exper.	8	4	2	3	0	2		7	3	3	0	
Supt. - Inexper.	10	5	0	3	0	0		8	4	3	0	
Trustee - Lg. Juris.	11	14	4	3	0	7		15	3	7	0	*
Trustee - Sm. Juris.	6	26	3	1	3	11		8	11	15	0	
Trustee - Chair.	4	13	2	1	0	8		4	6	9	0	
Trustee - Member	37	52	7	10	3	29		34	20	35	0	
Trustee - Exper.	12	14	1	4	1	15		13	3	11	0	*
Trustee - Inexper.	19	25	4	4	2	11		9	15	22	0	
County Councillor	4	18	0	4	1	19		9	6	9	0	
Town and Village	13	14	5	3	1	7		10	9	8	0	

* Signifies a difference statistically significant at the .05 level

board has at some previous time passed a motion authorizing the superintendent to perform this duty."

Task Area B: Selection and Management of Staff Personnel

Items one to seven in Section B of the questionnaire all pertained to the task area of selection and management of staff personnel. An examination of the data presented in Tables 18 to 31 indicates that the majority of respondents perceived the superintendent as performing all of the tasks identified in this task area personally and expected him to do so. In addition, a larger number of respondents perceived and expected personal involvement by the superintendent in those task areas dealing with professional or certificated staff. The majority of respondents also perceived and expected the personal involvement of the superintendent in those tasks dealing with non-professional staff. This observation is at variance with the expectations identified by Finlay (1961). Finlay (1961:32) found that "72 percent of the total respondents indicated that this [employing non-professional staff] should not be considered as a responsibility of the superintendent." The findings in this study more closely reflect the observations made by Downey (1976:25) who reported that the superintendent "has become an executive and manager" and involved in all aspects of the board's operation.

Tables 18 to 31 also indicate that with the exception of Tasks B-4 and B-5 which dealt with the selection and placement of teachers, and the fostering of positive attitudes among all employees toward the school and school jurisdiction, the majority of respondents perceived and expected greater trustee involvement with the superintendent

acting directly or in an advisory capacity to the board. However, Table 25 indicates that trustees in small jurisdictions expressed a preference for a significant involvement in the placement of teachers. Trustees from small jurisdictions and inexperienced trustees also expected to play a greater role in the majority of tasks in this task area than superintendents and other trustees expected them to play. These findings generally reflect those of Finlay (1961) in that trustees expect the superintendent to act more independently in tasks which deal with professional staff but see themselves as having more input in dealing with non-professional staff. On those tasks which dealt with the development of policies and procedures, the majority of respondents perceived and expected the superintendent to act directly at the direction of the board or in an advisory capacity to the board.

Pupil Personnel

In the task area of pupil personnel, the following tasks were considered:

1. Develop policies and procedures for the admission of beginning pupils (age of admission, testing, etc.).
2. Develop policies and procedures for the evaluation of student progress.
3. Develop policies and procedures for the establishment and maintenance of student records.
4. Deal with cases of suspension or expulsion of pupils.
5. Provide for the safety of pupils.

6. Insure that students are provided with information about vocational and educational opportunities.

7. Insure that special need students have access to suitable programs.

8. Insure that students are adequately tested and placed in programs appropriate to their needs.

Admission of Beginning Pupils - Task C-1

The task of developing policies and procedures for the admission of beginning pupils is dealt with in Tables 32 and 33. The data included in these tables illustrates that the majority of respondents perceived and expected the superintendent to conduct this task personally. One hundred and seventy, or 81 percent, of the respondents perceived the superintendent as conducting the task and 156, or 75 percent, strongly agreed or agreed that he should. No statistically significant differences were observed among the groups of respondents being compared on this component of the task. The majority of respondents did not perceive or expect the superintendent as conducting the task independently of the board but rather as acting directly or in an advisory capacity to the board. A difference statistically significant at the .01 level was observed in the perceptions of county councillors and town and village representatives. County councillors were most likely to perceive the superintendent as conducting this task independently or in an advisory capacity. On the other hand, over one-half of the town and village representatives perceived that the superintendent completed the task at the direction of the board. A difference statistically significant

Table 32

Comparison of Replies for Task C-1

Task: Develop policies and procedures for the admission of beginning pupils	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	42	2	0	0		9	12	21	0	
Trustee	128	19	13	6		30	39	55	4	
Total	170	21	13	6		39	51	76	4	
Supt. - Division	23	1	0	0		4	6	13	0	
Trustee - Division	63	9	3	2		12	21	29	1	
Supt. - County	19	1	0	0		5	6	8	0	
Trustee - County	65	10	10	4		18	18	26	3	
Supt. - Large Juris.	12	1	0	0		3	3	6	0	
Supt. - Small Juris.	12	0	0	0		1	5	6	0	
Supt. - Exper.	18	1	0	0		5	7	6	0	
Supt. - Inexper.	17	1	0	0		3	4	10	0	
Trustee - Lg. Juris.	35	4	0	0		7	11	14	3	
Trustee - Sm. Juris.	34	8	8	0		13	9	12	0	
Trustee - Chair.	18	4	4	2		6	5	6	1	
Trustee - Member	110	15	9	4		24	34	49	3	
Trustee - Exper.	34	8	5	0		9	8	14	3	
Trustee - Inexper.	54	5	6	0		14	16	24	0	
County Councillor	33	4	5	4		13	2	16	2	**
Town and Village	31	6	5	1		5	16	9	1	

** Signifies a difference statistically significant at the .01 level

Table 33

Comparison of Replies for Task C-1

Task: Develop policies and procedures for the admission of beginning pupils	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	23	18	0	1	0	2		12	12	16	0	
Trustee	44	73	4	12	0	33		39	47	43	0	
Total	67	91	4	13	0	35		51	59	59	0	
Supt. - Division	15	8	0	0	0	1		4	6	14	0	
Trustee - Division	25	34	3	4	0	11		9	23	27	0	
Supt. - County	8	10	0	1	0	1		5	6	7	0	
Trustee - County	19	39	1	8	0	22		22	17	21	0	
Supt. - Lg. Juris.	6	4	0	1	0	2		3	3	5	0	
Supt. - Sm. Juris.	8	4	0	0	0	0		1	5	6	0	
Supt. - Exper.	13	5	0	0	0	1		5	7	7	0	
Supt. - Inexper.	7	10	0	1	0	0		3	4	10	0	
Trustee - Lg. Juris.	13	16	0	3	0	7		5	10	13	0	
Trustee - Sm. Juris.	9	25	4	3	0	9		13	12	13	0	
Trustee - Chair.	4	11	1	4	0	8		6	7	5	0	
Trustee - Member	40	62	3	8	0	25		25	33	43	0	
Trustee - Exper.	11	16	2	4	0	14		10	7	13	0	
Trustee - Inexper.	21	31	0	3	0	10		14	19	19	0	
County Councillor	6	21	0	3	0	16		15	4	10	0	*
Town and Village	13	17	1	5	0	7		7	13	10	0	

* Signifies a difference statistically significant at the .05 level

at the .05 level was also observed between the expectations of these two groups. County councillors expressed a preference for an independent or advisory role for the superintendent, whereas, town and village representatives tended to express a preference for a direct role. It is difficult to think of any valid reasons for county councillors favoring the superintendent acting independently or in an advisory capacity and for town and village representatives as perceiving and favoring the superintendent playing a direct role. It may be that town and village representatives feel that they are more involved in tasks which affect pupils.

Evaluation of Student Progress - Task C-2

As indicated in Tables 34 and 35, the large majority of respondents perceived and expected the superintendent to be personally involved in the development of policies and procedures for the evaluation of student progress. No statistically significant differences were observed between the respondent groups being compared as to whether the superintendent does or should perform this task. Respondents were not in agreement in their perceptions and expectations for how the superintendent does and should perform this task. As a group, respondents chose each of the three courses of action; independently, directly or advisory, in about equal numbers. A difference statistically significant at the .05 level was observed between county councillors and town and village representatives as to their expectations for how the task was to be performed. As with the previous task, county councillors expressed a preference for independent or advisory action and town and village representatives

Table 34

Comparison of Replies for Task C-2

Task: Develop policies and procedures for the evaluation of student progress	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	40	4	0	0		12	12	16	0	
Trustee	134	12	11	9		39	47	43	5	
Total	174	16	11	9		51	59	59	5	
Supt. - Division	23	1	0	0		4	7	12	0	
Trustee - Division	66	5	3	3		22	18	23	3	
Supt. - County	17	3	0	0		8	5	4	0	
Trustee - County	68	7	8	6		17	29	20	2	
Supt. - Large Juris.	11	2	0	0		4	3	4	0	
Supt. - Small Juris.	11	1	0	0		2	4	5	0	
Supt. - Exper.	18	1	0	0		6	8	4	0	
Supt. - Inexper.	17	1	0	0		5	3	9	0	
Trustee - Lg. Juris.	32	3	2	2		9	12	9	2	
Trustee - Sm. Juris.	46	3	1	0		15	18	13	0	
Trustee - Chair.	21	2	3	2		7	5	8	1	
Trustee - Member	113	10	8	7		32	42	35	4	
Trustee - Exper.	40	4	2	1		10	13	15	2	
Trustee - Inexper.	52	5	7	1		16	20	15	1	
County Councillor	34	2	5	5		11	10	11	2	
Town and Village	33	5	3	2		6	19	8	0	

Table 35

Comparison of Replies for Task C-2

Task: Develop policies and procedures for the evaluation of student progress	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	24	17	0	1	0	2		12	12	18	0	
Trustee	46	78	4	5	0	33		41	42	40	1	
Total	70	95	4	6	0	35		53	54	58	1	
Supt. - Division	15	8	0	0	0	1		4	7	13	0	
Trustee - Division	26	34	2	2	0	13		19	17	22	1	
Supt. - County	9	9	0	1	0	1		8	5	5	0	
Trustee - County	20	44	2	3	0	20		22	25	18	0	
Supt. - Lg. Juris.	7	3	0	1	0	2		4	3	4	0	
Supt. - Sm. Juris.	9	3	0	0	0	0		2	4	6	0	
Supt. - Exper.	12	6	0	0	0	1		6	8	5	0	
Supt. - Inexper.	8	9	0	1	0	0		5	3	9	0	
Trustee - Lg. Juris.	17	12	2	1	0	7		12	7	9	1	
Trustee - Sm. Juris.	9	31	2	1	0	7		14	18	11	0	
Trustee - Chair.	7	12	0	1	0	8		8	6	7	0	
Trustee - Member	39	66	4	4	0	25		33	36	33	1	
Trustee - Exper.	14	19	0	1	0	13		12	11	12	0	
Trustee - Inexper.	17	34	2	2	0	10		17	18	15	1	
County Councillor	6	22	0	2	0	16		13	5	10	0	*
Town and Village	14	21	2	1	0	5		9	19	18	0	

* Signifies a difference statistically significant at the .05 level

expressed a preference for direct or advisory action. Once again it is difficult to account for this difference. As with the previous tasks dealing with the development of policies and procedures, the majority of respondents perceived and expected significant involvement by the board.

Establishment and Maintenance of Student Records - Task C-3

Tables 36 and 37 deal with the task of developing policies and procedures for the establishment and maintenance of student records. Once again, the majority, 83 percent, perceived the superintendent as performing this task personally and 78 percent expected him to perform the task in this manner. A difference statistically significant at the .05 level was observed between superintendents and trustees in their perceptions for the conduct of this task. This difference is partly accounted for by the fact that 14 trustees did not know if the task was performed by the superintendent. Once again, respondents were not in agreement as to how the task was or should be performed. As with previous tasks dealing with the development of policies and procedures, the majority of respondents favor action either directly or in an advisory capacity. However, as a group, trustees were inclined to perceive and expect independent action more often than either directly or advisory. This may be explained in part, as Finlay (1961:48) observed, that some trustees "regard this as being closely related to instructional supervision and are consistent in their expectations that the superintendent should act independently of their direction in this area [student records]."

Table 36

Comparison of Replies for Task C-3

Task: Develop policies and procedures for the establishment and maintenance of student records	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	37	7	0	0		13	10	14	0	
Trustee	137	9	14	6	*	61	39	32	5	
Total	174	16	14	6		74	49	46	5	
Supt. - Division	21	3	0	0		6	6	9	0	
Trustee - Division	67	2	6	2		31	14	18	4	
Supt. - County	16	4	0	0		7	4	5	0	
Trustee - County	70	7	8	4		30	25	14	1	
Supt. - Large Juris.	10	3	0	0		5	2	3	0	
Supt. - Small Juris.	10	2	0	0		3	3	4	0	
Supt. - Exper.	17	2	0	0		4	7	6	0	
Supt. - Inexper.	15	3	0	0		7	3	5	0	
Trustee - Lg. Juris.	34	3	2	0		14	12	6	2	
Trustee - Sm. Juris.	42	3	5	0		22	12	7	1	
Trustee - Chair.	22	1	3	2		12	3	6	1	
Trustee - Member	115	8	11	4		49	36	26	4	
Trustee - Exper.	39	3	5	0		17	12	7	3	
Trustee - Inexper.	58	2	5	0		27	14	16	1	
County Councillor	33	5	4	4		16	9	7	1	
Town and Village	36	2	4	1		14	16	6	0	

* Signifies a difference statistically significant at the .05 level

Table 37

Comparison of Replies for Task C-3

Task: Develop policies and procedures for the establishment and maintenance of student records	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	21	18	2	1	0	2		13	10	17	0	
Trustee	49	76	5	5	0	31		54	31	40	0	
Total	70	94	7	6	0	33		67	41	57	0	
Supt. - Division	14	8	1	0	0	1		6	6	11	0	
Trustee - Division	27	35	2	1	0	12		25	13	21	0	
Supt. - County	7	10	1	1	0	1		7	4	6	0	
Trustee - County	22	41	3	4	0	19		29	18	19	0	
Supt. - Lg. Juris.	8	1	1	1	0	2		5	2	3	0	
Supt. - Sm. Juris.	7	5	0	0	0	0		3	3	6	0	
Supt. - Exper.	10	7	1	0	0	1		4	7	7	0	
Supt. - Inexper.	7	9	1	1	0	0		7	3	6	0	
Trustee - Lg. Juris.	13	17	1	2	0	6		12	9	8	0	
Trustee - Sm. Juris.	10	28	4	0	0	8		22	8	10	0	
Trustee - Chair.	6	13	0	2	0	7		11	4	6	0	
Trustee - Member	43	63	5	3	0	24		43	27	34	0	
Trustee - Exper.	16	16	1	2	0	12		18	8	7	0	
Trustee - Inexper.	21	34	1	0	0	9		20	12	23	0	
County Councillor	8	19	0	4	0	15		13	5	11	0	
Town and Village	14	21	3	0	0	5		16	12	8	0	

Suspension or Expulsion of Pupils - Task C-4

The task of dealing with cases of suspension or explusion of pupils is dealt with in Tables 38 and 39. Once again, a significant majority, 182, or 85 percent, perceived the superintendent as performing this task personally and 163, or 75 percent, strongly agreed or agreed that he should. The majority of respondents also perceived and expected that the superintendent performs this task in conjunction with the board either directly or in an advisory capacity. Perceptions and expectations of respondents reflect the legal basis for dealing with the suspension and explusion of pupils. Power for this action is legally vested in the board of trustees. No statistically significant differences were observed between the groups of respondents being compared.

Safety of Pupils - Task C-5

The majority of respondents perceived and expected the superintendent to be personally involved in the task of providing for the safety of pupils. As indicated in Tables 40 and 41, respondents were not in agreement as to how the task was or should be conducted. Approximately equal numbers selected each of the three roles; independently, directly or advisory. Superintendents from school divisions and those jurisdictions that were classified as being large were more inclined to perceive and expect independent action. Superintendents from counties and small jurisdictions were more inclined to indicate a direct or advisory role. No statistically significant differences were observed between the respondent groups being compared on either perceptions or expectations for this task.

Table 38

Comparison of Replies for Task C-4

Task: Deal with cases of suspension or explusion of pupils	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	37	7	0	0		8	13	14	2	
Trustee	145	13	2	6		38	54	48	5	
Total	182	20	2	6		46	67	62	7	
Supt. - Division	21	3	0	0		6	5	8	2	
Trustee - Division	71	4	0	2		18	30	20	3	
Supt. - County	16	4	0	0		2	8	6	0	
Trustee - County	74	9	2	4		20	24	28	2	
Supt. - Large Juris.	10	3	0	0		0	6	4	0	
Supt. - Small Juris.	10	2	0	0		4	3	3	0	
Supt. - Exper.	18	1	0	0		5	5	6	2	
Supt. - Inexper.	15	3	0	0		2	6	8	0	
Trustee - Lg. Juris.	32	6	1	0		6	13	12	1	
Trustee - Sm. Juris.	45	5	0	0		18	14	11	2	
Trustee - Chair.	25	1	0	2		6	12	7	0	
Trustee - Member	120	12	2	4		32	42	41	5	
Trustee - Exper.	45	2	0	0		9	18	14	4	
Trustee - Inexper.	57	6	2	0		20	18	19	0	
County Councillor	37	4	1	4		13	11	12	1	
Town and Village	36	5	1	1		6	13	16	1	

Table 39

Comparison of Replies for Task C-4

Task: Deal with cases of suspension or expulsion of pupils	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	23	17	0	2	0	2		8	13	17	2	
Trustee	54	69	2	7	3	31		30	45	49	0	
Total	77	86	2	9	3	33		38	58	66	2	
Supt. - Division	16	6	0	1	0	1		6	4	11	1	
Trustee - Division	29	34	0	1	2	11		15	25	22	0	
Supt. - County	7	11	0	1	0	1		2	9	6	1	
Trustee - County	25	35	2	6	1	20		15	20	27	0	
Supt. - Lg. Juris.	8	2	0	1	0	2		1	5	5	0	
Supt. - Sm. Juris.	6	5	0	1	0	0		4	4	3	0	
Supt. - Exper.	12	6	0	0	0	1		6	4	6	2	
Supt. - Inexper.	7	9	0	2	0	0		1	7	8	0	
Trustee - Lg. Juris.	14	14	0	3	2	6		6	11	11	0	
Trustee - Sm. Juris.	11	26	2	2	1	8		11	16	13	0	
Trustee - Chair.	7	13	0	1	0	7		5	12	5	0	
Trustee - Member	47	56	2	6	3	24		25	33	44	0	
Trustee - Exper.	16	18	0	1	0	12		8	16	12	0	
Trustee - Inexper.	25	23	1	4	3	9		14	15	20	0	
County Councillor	10	16	1	2	1	16		7	10	11	0	
Town and Village	15	18	1	4	0	5		7	10	16	0	

Table 40

Comparison of Replies for Task C-5

Task: Provide for the safety of pupils	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	39	5	0	0		14	9	14	2
Trustee	126	17	13	10		39	40	43	4
Total	165	22	13	10		53	49	57	6
Supt. - Division	19	5	0	0		10	3	4	2
Trustee - Division	62	6	6	3		22	18	22	2
Supt. - County	20	0	0	0		4	6	10	0
Trustee - County	64	11	7	7		17	22	23	2
Supt. - Large Juris.	12	1	0	0		7	3	2	0
Supt. - Small Juris.	11	1	0	0		1	3	6	1
Supt. - Exper.	16	3	0	0		5	4	5	2
Supt. - Inexper.	16	2	0	0		7	4	5	0
Trustee - Lg. Juris.	33	2	3	1		10	12	10	1
Trustee - Sm. Juris.	40	7	2	1		12	11	16	1
Trustee - Chair.	17	5	3	3		7	4	6	0
Trustee - Member	109	12	10	7		32	36	37	4
Trustee - Exper.	37	4	4	0		11	8	15	3
Trustee - Inexper.	52	7	4	2		14	20	18	0
County Councillor	33	4	4	5		9	12	11	1
Town and Village	30	7	3	3		7	10	12	1

Table 41

Comparison of Replies for Task C-5

Task: Provide for the safety of pupils	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	20	18	2	3	0	1		15	9	14	0
Trustee	42	69	3	14	2	36		41	30	39	1
Total	62	87	5	17	2	37		56	39	53	1
Supt. - Division	12	7	1	3	0	1		11	3	5	0
Trustee - Division	25	30	2	5	0	15		22	12	19	1
Supt. - County	8	11	1	0	0	0		4	6	9	0
Trustee - County	17	39	1	9	2	21		19	18	20	0
Supt. - Lg. Juris.	7	4	0	1	0	1		7	3	2	0
Supt. - Sm. Juris.	6	5	0	1	0	0		2	3	6	0
Supt. - Exper.	8	7	1	2	0	1		6	4	5	0
Supt. - Inexper.	9	7	1	1	0	0		7	4	5	0
Trustee - Lg. Juris.	14	14	1	3	0	7		9	9	9	1
Trustee - Sm. Juris.	9	26	0	6	0	9		14	10	14	0
Trustee - Chair.	3	11	0	5	0	9		7	3	6	0
Trustee - Member	39	58	3	9	2	27		34	27	33	1
Trustee - Exper.	13	17	0	3	0	14		12	5	14	0
Trustee - Inexper.	19	26	2	4	2	12		15	15	15	0
County Councillor	4	22	0	4	1	15		9	8	10	0
Town and Village	12	17	1	5	1	7		9	10	10	0

Vocational and Educational Opportunities - Task C-6

The task of insuring that students are provided with information about vocational and educational opportunities is dealt with in Tables 42 and 43. Once again, the majority of respondents perceived and expected the superintendent as personally performing this task. However, a number did not perceive or expect that this task was the superintendent's responsibility, 17 and 13 percent respectively. A difference statistically significant at the .05 level was observed between superintendents and trustees in their perceptions of whether or not the superintendent actually conducts the task. This difference is partly accounted for by the fact that 20 trustees indicated that they did not know if the superintendent actually performs the task. The majority of respondents who perceived and expected the superintendent to perform this task indicated that action was and should be taken independently. All of the superintendents from large jurisdictions who perceived and expected to perform this task indicated that action was to be taken independently.

Special Need Students Have Access - Task C-7

As indicated in Tables 44 and 45, the majority of respondents perceived and expected the superintendent as personally insuring that special need students have access to suitable programs. No statistically significant differences were observed between the perceptions and expectations of the respondent groups being compared on this task. While over one-third of the respondents perceived and expected that action was to be taken independently, a significant number indicated that the superintendent was and should be involved

Table 42

Comparison of Replies for Task C-6

Task: Insure that students are provided with information about vocational and educational opportunities	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	32	12	0	0	*	22	3	7	0	
Trustee	111	24	20	11		63	19	27	2	
Total	143	36	20	11		85	22	34	2	
Supt. - Division	17	7	0	0		11	2	4	0	
Trustee - Division	52	13	8	4		31	9	12	0	
Supt. - County	15	5	0	0		11	1	3	0	
Trustee - County	59	11	12	7		32	10	15	2	
Supt. - Large Juris.	9	4	0	0		9	0	0	0	
Supt. - Small Juris.	9	3	0	0		4	1	4	0	
Supt. - Exper.	14	5	0	0		9	2	3	0	
Supt. - Inexper.	14	4	0	0		10	1	3	0	
Trustee - Lg. Juris.	29	4	5	1		18	4	6	1	
Trustee - Sm. Juris.	36	5	7	2		16	10	10	0	
Trustee - Chair.	17	7	2	2		6	3	7	1	
Trustee - Member	94	17	18	9		57	16	20	1	
Trustee - Exper.	34	5	6	0		18	4	10	2	
Trustee - Inexper.	43	11	9	2		24	10	9	0	
County Councillor	26	9	6	5		12	4	8	2	
Town and Village	32	2	6	3		19	6	7	0	

* Signifies a difference statistically significant at the .05 level

Table 43

Comparison of Replies for Task C-6

Task: Insure that students are provided with information about vocational and educational opportunities	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	17	15	1	9	1	1		22	3	7	1	
Trustee	48	62	4	15	2	35		67	21	25	0	
Total	65	77	5	24	3	36		89	24	32	1	
Supt. - Division	10	7	0	5	1	1		11	2	4	0	
Trustee - Division	27	27	2	7	1	13		32	9	14	0	
Supt. - County	7	8	1	4	0	0		11	1	3	0	
Trustee - County	21	35	2	8	1	22		35	12	11	0	
Supt. - Lg. Juris.	4	4	1	3	0	1		9	0	0	0	
Supt. - Sm. Juris.	6	3	0	3	0	0		4	1	3	1	
Supt. - Exper.	7	7	0	3	1	1		9	2	4	0	
Supt. - Inexper.	7	7	0	4	0	0		10	1	3	0	
Trustee - Lg. Juris.	14	15	2	2	0	6		19	3	6	1	
Trustee - Sm. Juris.	11	24	0	3	1	11		18	11	10	0	
Trustee - Chair.	6	7	1	7	0	7		6	4	5	0	
Trustee - Member	42	55	3	8	2	28		61	17	20	0	
Trustee - Exper.	14	14	1	4	0	14		18	4	9	0	
Trustee - Inexper.	20	26	2	4	2	11		27	12	7	0	
County Councillor	8	14	0	7	0	17		11	7	6	0	
Town and Village	12	21	2	1	1	6		23	5	5	0	

Table 44

Comparison of Replies for Task C-7

Task: Insure that special need students have access to suitable programs	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	39	5	0	0		21	11	7	0	
Trustee	137	16	4	9		53	47	34	3	
Total	176	21	4	9		74	58	41	3	
Supt. - Division	22	2	0	0		11	7	4	0	
Trustee - Division	63	9	2	3		26	18	17	2	
Supt. - County	17	3	0	0		10	4	3	0	
Trustee - County	74	7	2	6		27	29	17	1	
Supt. - Large Juris.	11	2	0	0		9	0	2	0	
Supt. - Small Juris.	10	2	0	0		3	4	3	0	
Supt. - Exper.	17	2	0	0		9	7	1	0	
Supt. - Inexper.	18	0	0	0		8	4	6	0	
Trustee - Lg. Juris.	32	5	1	1		11	11	10	0	
Trustee - Sm. Juris.	46	2	0	2		16	19	11	0	
Trustee - Chair.	23	3	0	2		9	10	4	0	
Trustee - Member	114	13	4	7		44	37	30	3	
Trustee - Exper.	42	4	0	1		14	16	10	2	
Trustee - Inexper.	54	8	2	1		19	18	16	1	
County Councillor	35	5	1	5		10	16	8	1	
Town and Village	38	2	1	2		16	13	9	0	

Table 45

Comparison of Replies for Task C-7

Task: Insure that special need students have access to suitable programs	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	21	19	1	2	0	1		22	11	8	0	
Trustee	49	68	4	12	0	33		47	39	34	0	
Total	70	87	5	14	0	34		69	50	42	0	
Supt. - Division	13	9	0	1	0	1		11	7	5	0	
Trustee - Division	26	30	2	7	0	12		23	14	17	0	
Supt. - County	8	10	1	1	0	0		11	4	3	0	
Trustee - County	23	38	2	5	0	21		24	25	17	0	
Supt. - Lg. Juris.	7	3	1	1	0	1		9	0	2	0	
Supt. - Sm. Juris.	7	4	0	1	0	0		4	4	3	0	
Supt. - Exper.	9	8	0	1	0	1		9	7	2	0	
Supt. - Inexper.	9	9	0	0	0	0		8	4	6	0	
Trustee - Lg. Juris.	13	16	0	4	0	6		12	7	10	0	
Trustee - Sm. Juris.	12	27	0	2	0	9		15	17	12	0	
Trustee - Chair.	6	12	0	3	0	7		7	7	6	0	
Trustee - Member	43	56	4	9	0	26		40	32	28	0	
Trustee - Exper.	15	13	2	3	0	14		12	9	11	0	
Trustee - Inexper.	18	31	2	4	0	10		17	17	15	0	
County Councillor	8	18	0	4	0	16		7	12	10	0	
Town and Village	14	20	2	1	0	6		16	13	7	0	

either directly or in an advisory capacity. The perceived and expected involvement of trustees in the provision of programs for special need students is understandable in light of the recent emphasis on special education. In addition, significant expenditures are involved in meeting special needs. As noted by Finlay (1961), trustees are more likely to expect significant involvement in the determination of programs which demand substantial commitments of public funds.

Adequate Testing of Students - Task C-8

The task of insuring that students are adequately tested and placed in programs is dealt with in Tables 46 and 47. As the information indicates, the majority of respondents perceived and expected the superintendent to perform this task personally in an independent manner. No statistically significant differences were observed between the respondent groups being compared. Superintendents expressed a strong view that action was and should be taken independently. All of the superintendents from large jurisdictions that indicated they actually performed the task, stated that it was done independently, and this was in agreement with their expectation. Inexperienced trustees appeared to expect a greater role in this activity, with only 50 percent, expecting the superintendent to act independently.

Task Area C: Pupil Personnel

Items one to seven in Section C of the questionnaire all pertained to the task area of pupil personnel. An examination of the data presented in Tables 32 to 47 indicates that the majority of

Table 46

Comparison of Replies for Task C-8

Task: Insure that students are adequately tested and placed in programs	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	37	7	0	0		28	4	5	0	
Trustee	126	22	10	8		70	28	27	1	
Total	163	29	10	8		98	32	32	1	
Supt. - Division	21	3	0	0		14	3	4	0	
Trustee - Division	61	11	2	3		35	12	14	0	
Supt. - County	16	4	0	0		14	1	1	0	
Trustee - County	65	11	8	5		35	16	13	1	
Supt. - Large Juris.	9	4	0	0		9	0	0	0	
Supt. - Small Juris.	10	2	0	0		6	2	2	0	
Supt. - Exper.	17	2	0	0		11	4	2	0	
Supt. - Inexper.	16	2	0	0		13	0	3	0	
Trustee - Lg. Juris.	31	7	1	0		18	6	7	0	
Trustee - Sm. Juris.	39	4	5	2		21	12	6	0	
Trustee - Chair.	21	4	1	2		13	5	3	0	
Trustee - Member	105	18	9	6		57	23	24	1	
Trustee - Exper.	38	4	4	1		22	8	7	1	
Trustee - Inexper.	46	14	5	0		25	12	9	0	
County Councillor	30	5	6	5		15	7	7	1	
Town and Village	34	6	2	1		19	9	6	0	

Table 47

Comparison of Replies for Task C-8

Task: Insure that students are adequately tested and placed in programs	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	24	14	0	4	1	1		28	5	6	0
Trustee	52	66	3	11	0	34		68	25	28	0
Total	76	80	3	15	1	35		96	30	34	0
Supt. - Division	14	7	0	2	0	1		14	3	5	0
Trustee - Division	25	34	2	4	0	12		32	13	14	0
Supt. - County	10	7	0	2	1	0		14	2	1	0
Trustee - County	27	32	1	7	0	22		36	12	14	0
Supt. - Lg. Juris.	7	1	0	3	1	1		9	0	0	0
Supt. - Sm. Juris.	7	4	0	1	0	0		6	3	2	0
Supt. - Exper.	11	6	0	1	0	1		11	4	3	0
Supt. - Inexper.	10	6	0	1	1	0		13	0	3	0
Trustee - Lg. Juris.	14	15	0	4	0	6		16	6	7	0
Trustee - Sm. Juris.	12	25	1	2	0	10		23	10	8	0
Trustee - Chair.	6	13	1	1	0	7		14	4	3	0
Trustee - Member	46	53	2	10	0	27		54	21	25	0
Trustee - Exper.	14	15	1	3	0	14		22	6	5	0
Trustee - Inexper.	23	26	1	5	0	10		24	12	12	0
County Councillor	9	18	0	3	0	16		17	4	7	0
Town and Village	17	14	1	4	0	7		18	8	7	0

respondents perceived the superintendent as performing all of the tasks identified in this task area personally and expected him to do so. For those tasks which involved the development of policies and procedures, the majority of respondents perceived and expected the superintendent to act either directly or in an advisory capacity. Trustees, particularly town and village representatives, perceived and expected to be involved in tasks related to the development of policies and procedures. Those tasks for which the board has legal responsiibility or authority, such as the suspension and explusion of pupils and the safety of pupils, were viewed by respondents as being the responsibility of the board with the superintendent acting directly or in an advisory capacity. Tasks C-6 to C-8, which dealt with the provision of services to pupils, were deemed by most respondents as tasks which were and should be conducted independently. However, a number of respondents, particularly trustees, did not believe that these three tasks were or should be the responsibility of the superintendent or indicated they didn't know. The general findings are in agreement with the expectations of trustees for the role of the provincially appointed superintendent as identified by Finlay (1961). Finlay (1961:52) noted that, "board members in Alberta expect the superintendent to act independent of their direction in those tasks more closely allied to instructional supervision" particularly in areas which could be viewed as administrative in nature. Finlay (1961:52) also noted, "there were significant differences between expectations of inexperienced and experienced members in four of the eight tasks [pupil personnel

management]." This finding was not observed in the present study.

Downey (1976:111) observed that the majority of respondents perceived and expected the superintendent to be involved in tasks related to pupil personnel. These observations are consistent with those of the present study.

Business and Finance

In Task Area D, business and finance, the following tasks were identified and considered:

1. Prepare the annual operating budget of the school jurisdiction.

2. Recommend to the board the annual operating budget.

3. Participate in salary negotiations for all certificated personnel.

4. Participate in salary negotiations for all non-certificated personnel.

5. Prepare specifications for the purchase of supplies and materials.

6. Organize pupil transportation services.

7. Establish procedures for the storage, distribution, inventory, maintenance and care of supplies and materials.

8. Process the requests of principals for materials and supplies.

9. Provide the board with monthly statements regarding financial matters.

Prepare the Annual Operating Budget - Task D-1

As indicated in Table 48, the majority of respondents perceived the superintendent as personally conducting the task of preparing the annual operating budget of the school jurisdiction in an advisory capacity. However, a significant number, 79, or 38 percent, did not perceive the superintendent as being involved in the execution of this task. Fourteen, or 50 percent, of the chairpersons who responded indicated they did not perceive the superintendent as performing this task in their jurisdiction. None of the experienced trustees perceived the superintendent as performing this task independently, whereas, 8 of those that were inexperienced did. No statistically significant differences were observed in the perceptions of the respondent groups being compared.

The data included in Table 49 indicated that the the majority of respondents expect the superintendent to personally conduct the task of preparing the annual operating budget in either a direct or an advisory capacity. However, 38 of the respondents either disagreed or strongly disagreed that this task should be the responsibility of the superintendent. No statistically significant differences were observed in the expectations of the respondent groups being compared. However, it was observed that the majority of county trustees expected the superintendent to perform an advisory role, whereas, the majority of county superintendents expected to perform a direct role.

The task of preparing the annual operating budget for the school jurisdiction is an area which has the potential to generate role conflict. This task appears to be viewed by some as falling outside

Table 48

Comparison of Replies for Task D-1

Task: Prepare the annual operating budget of the school jurisdiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	29	15	0	0		5	11	12	1	
Trustee	91	64	3	8		8	29	52	2	
Total	120	79	3	8		13	40	64	3	
Supt. - Division	15	9	0	0		2	4	8	1	
Trustee - Division	36	37	1	3		3	10	23	0	
Supt. - County	14	6	0	0		3	7	4	0	
Trustee - County	55	27	2	5		5	19	29	2	
Supt. - Large Juris.	9	3	0	0		1	2	5	1	
Supt. - Small Juris.	10	2	0	0		1	5	4	0	
Supt. - Exper.	13	6	0	0		4	4	5	0	
Supt. - Inexper.	13	5	0	0		1	7	4	1	
Trustee - Lg. Juris.	23	16	0	1		2	13	7	1	
Trustee - Sm. Juris.	28	18	2	2		1	10	17	0	
Trustee - Chair.	12	14	0	2		1	7	3	1	
Trustee - Member	79	50	3	6		7	22	49	1	
Trustee - Exper.	28	18	0	1		0	5	21	2	
Trustee - Inexper.	42	23	0	0		8	14	20	0	
County Councillor	31	10	0	5		3	12	14	2	
Town and Village	23	17	2	1		2	7	14	0	

Table 49

Comparison of Replies for Task D-1

Task: Prepare the annual operating budget of the school jurisdiction	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	19	15	2	6	1	1		6	13	15	0
Trustee	34	60	6	28	3	35		9	27	61	0
Total	53	75	8	34	4	36		15	40	76	0
Supt. - Division	11	8	1	2	1	1		2	5	12	0
Trustee - Division	16	22	2	20	3	14		5	9	26	0
Supt. - County	8	7	1	4	0	0		4	8	3	0
Trustee - County	18	38	4	8	0	21		4	18	35	0
Supt. - Lg. Juris.	5	4	0	3	0	1		2	2	5	0
Supt. - Sm. Juris.	6	5	0	1	0	0		1	7	3	0
Supt. - Exper.	7	8	2	1	0	1		4	5	7	0
Supt. - Inexper.	9	6	0	2	1	0		1	7	7	0
Trustee - Lg. Juris.	13	9	3	8	0	6		2	12	9	0
Trustee - Sm. Juris.	7	23	1	8	1	10		2	9	21	0
Trustee - Chair.	5	6	2	9	0	6		1	6	5	0
Trustee - Member	29	54	4	19	3	29		8	21	56	0
Trustee - Exper.	10	14	1	6	3	13		1	5	19	0
Trustee - Inexper.	16	29	0	9	0	11		6	14	27	0
County Councillor	9	20	0	3	0	14		2	12	17	0
Town and Village	9	17	4	5	0	8		2	6	17	0

the responsibility of the superintendent. However, the majority of superintendents perceived and expected to play a role. Fifteen superintendents, or 34 percent, perceived that they were not personally involved in the completion of this task. However, only seven, or 16 percent, indicated that they did not expect to be. Finlay (1961) found that the majority of trustees expected the superintendent to act as an advisor in budget preparation. He concluded that "board members consider the superintendent's role to be something less than an equal partner" (Finlay, 1961:70).

Recommend the Annual Operating Budget - Task D-2

The task of recommending to the board the annual operating budget is dealt with in Tables 50 and 51. As these tables indicate, the majority of respondents perceived the superintendent as personally completing the task and expected him to do so. Respondents also indicated that the task was and should be conducted in an advisory capacity. Once again, a significant number, 53 in total or 25 percent, did not perceive the superintendent as performing the task. Although no statistically significant differences were observed in the perceptions of the respondent groups, it should be noted that 37, or 61 percent, of county trustees perceived the task as being conducted in an advisory manner; only 5, or 35 percent of the superintendents shared this perception.

Differences statistically significant at the .01 level were observed in the expectations for the role behavior of superintendents in the conduct of this task between the following groups: superintendents and trustees, and between county superintendents and

Table 50

Comparison of Replies for Task D-2

Task: Recommend to the board the annual operating budget	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	33	11	0	0		9	9	15	0
Trustee	111	42	4	9		11	35	61	3
Total	144	53	4	9		20	44	76	3
Supt. - Division	19	5	0	0		4	5	10	0
Trustee - Division	46	24	2	5		6	15	24	1
Supt. - County	14	6	0	0		5	4	5	0
Trustee - County	65	18	2	4		5	20	37	2
Supt. - Large Juris.	10	3	0	0		2	4	4	0
Supt. - Small Juris.	10	2	0	0		4	3	3	0
Supt. - Exper.	14	5	0	0		6	3	5	0
Supt. - Inexper.	14	4	0	0		3	5	6	0
Trustee - Lg. Juris.	31	7	0	1		3	15	12	1
Trustee - Sm. Juris.	36	12	1	1		4	14	18	0
Trustee - Chair.	17	9	0	2		4	8	4	1
Trustee - Member	94	33	4	7		7	27	58	2
Trustee - Exper.	31	15	1	0		3	9	17	2
Trustee - Inexper.	48	14	2	1		6	14	27	1
County Councillor	34	8	0	4		3	13	16	2
Town and Village	30	10	2	1		2	7	20	1

Table 51

Comparison of Replies for Task D-2

Task: Recommend to the board the annual operating budget	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	21	16	3	3	0	1		10	12	15	0	**
Trustee	38	67	6	14	4	37		8	33	67	0	
Total	59	83	9	17	4	38		18	45	82	0	
Supt. - Division	13	8	1	1	0	1		5	5	11	0	
Trustee - Division	17	28	2	11	4	15		6	12	28	0	
Supt. - County	8	8	2	2	0	0		5	7	4	0	**
Trustee - County	21	39	4	3	0	22		2	21	39	0	
Supt. - Lg. Juris.	5	6	1	0	0	1		2	5	5	0	
Supt. - Sm. Juris.	8	3	0	1	0	0		4	5	2	0	
Supt. - Exper.	9	6	2	1	0	1		6	4	5	0	
Supt. - Inexper.	8	8	0	2	0	0		3	6	7	0	
Trustee - Lg. Juris.	13	14	1	2	0	9		2	12	14	0	
Trustee - Sm. Juris.	9	24	2	5	1	9		1	15	20	0	
Trustee - Chair.	4	11	1	4	0	8		3	7	7	0	
Trustee - Member	34	56	5	10	4	29		5	26	60	0	
Trustee - Exper.	13	11	1	2	3	17		2	9	15	0	
Trustee - Inexper.	16	30	3	6	0	10		5	12	30	0	
County Councillor	8	20	1	1	0	16		2	11	18	0	
Town and Village	12	19	3	2	0	7		0	10	20	0	

** Signifies a difference statistically significant at the .01 level

county trustees. Trustees expressed strong support for an advisory or direct role by the superintendent. Superintendents, on the other hand, tended to express more support for a direct or independent role.

As with the previous task, the data provided in these tables, indicates that some confusion exists for the role behavior of superintendents in dealing with the annual operating budget of the board. A significant number of trustees did not perceive or expect the superintendent to play a role in either the preparation or recommendation of the annual operating budget. Those respondents that perceived and expected the involvement of the superintendent indicated that it should be in an advisory capacity. As Downey (1976:17) noted, "The school board was seen as having major decision-making responsibility in the categories of budget, staff, and policy."

Salary Negotiations for Certificated Personnel - Task D-3

As indicated in Tables 52 and 53, the majority of respondents did not perceive or expect the superintendent to be personally involved in the conduct of this task. Those respondents that indicated that such an action was conducted or expected were strong in their support for an advisory role only. No statistically significant differences were observed between either the perceptions or expectations of the respondent groups being compared.

While the majority of respondents indicated that the superintendent was not and should not be involved in this task, there were a significant number that perceived and expected the superintendent to play a role. This may be explained by the presence of zone bargaining in many regions of the province. Where zone

Table 52

Comparison of Replies for Task D-3

Task: Participate in salary negotiations for all certificated personnel	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	17	27	0	0		0	6	11	0	
Trustee	66	90	3	7		3	16	45	2	
Total	83	117	3	7		3	22	56	2	
Supt. - Division	10	14	0	0		0	1	9	0	
Trustee - Division	26	46	2	3		0	5	21	0	
Supt. - County	7	13	0	0		0	5	2	0	
Trustee - County	40	44	1	4		3	11	24	2	
Supt. - Large Juris.	4	9	0	0		0	4	0	0	
Supt. - Small Juris.	4	8	0	0		2	2	0	0	
Supt. - Exper.	9	10	0	0		0	3	6	0	
Supt. - Inexper.	7	11	0	0		0	3	4	0	
Trustee - Lg. Juris.	17	21	1	0		2	5	10	0	
Trustee - Sm. Juris.	17	33	0	0		1	7	9	0	
Trustee - Chair.	14	11	1	2		0	5	8	1	
Trustee - Member	52	79	2	5		3	11	37	1	
Trustee - Exper.	21	26	0	0		1	4	15	1	
Trustee - Inexper.	30	32	3	0		1	9	19	1	
County Councillor	25	16	1	4		1	7	15	2	
Town and Village	15	27	0	1		2	4	9	0	

Table 53

Comparison of Replies for Task D-3

Task: Participate in salary negotiations for all certificated personnel	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	5	13	4	11	8	3		0	3	15	0	
Trustee	15	45	4	45	18	39		3	13	46	0	
Total	20	58	8	56	26	42		3	16	61	0	
Supt. - Division	3	8	3	4	3	3		0	0	11	0	
Trustee - Division	8	18	3	24	9	15		0	6	20	0	
Supt. - County	2	5	1	7	5	0		0	3	4	0	
Trustee - County	7	27	1	21	9	24		3	7	26	0	
Supt. - Lg. Juris.	1	4	1	2	3	2		0	0	5	0	
Supt. - Sm. Juris.	1	3	0	3	4	1		0	2	2	0	
Supt. - Exper.	1	9	1	3	3	2		0	2	9	0	
Supt. - Inexper.	3	3	3	5	3	1		0	1	4	0	
Trustee - Lg. Juris.	3	11	3	11	3	8		1	3	9	0	
Trustee - Sm. Juris.	2	12	1	15	10	10		2	6	9	0	
Trustee - Chair.	0	9	0	9	2	8		0	4	7	0	
Trustee - Member	15	36	4	36	16	31		3	9	39	0	
Trustee - Exper.	4	12	9	6	19	15		1	4	15	0	
Trustee - Inexper.	7	19	3	18	6	12		2	6	18	0	
County Councillor	3	14	1	11	2	15		2	4	13	0	
Town and Village	4	13	0	10	6	10		1	3	13	0	

bargaining units exist, leadership is usually provided to the boards by the staff of the Alberta School Trustees Association. In such cases, it is to be expected that the superintendent would not be involved. However, where such units do not exist, superintendents may play a role. Superintendents did not appear to expect to perform a significant role in the salary negotiations for certificated personnel. None of the superintendents that responded perceived or expected to perform the task independently.

Salary Negotiations for Non-Certificated Personnel - Task D-4

The task of participating in salary negotiations for all non-certificated personnel is dealt with in Tables 54 and 55. Respondents were not in agreement as to whether or not the superintendent does or should perform this task. Approximately 50 percent of the respondents perceived the superintendent as performing this task. A difference statistically significant at the .05 level was observed in the perceptions of experienced and inexperienced superintendents. The majority of experienced superintendents perceived themselves as being involved in the salary negotiations for non-certificated personnel, whereas, the majority of inexperienced superintendents indicated that they were not involved. Respondents that perceived and expected the superintendent to personally conduct this task expressed the view that such participation should be of an advisory nature.

Specifications for the Purchase of Materials - Task D-5

As indicated in Table 56, perceptions of respondents for the role behavior of superintendents in the task of preparing

Table 54

Comparison of Replies for Task D-4

Task: Participate in salary negotiations for all non-certificated personnel	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	23	21	0	0		1	7	15	0	
Trustee	81	72	6	7		3	16	61	1	
Total	104	93	6	7		4	23	66	1	
Supt. - Division	13	11	0	0		0	4	9	0	
Trustee - Division	38	33	3	3		0	10	28	0	
Supt. - County	10	10	0	0		1	3	6	0	
Trustee - County	43	39	3	4		3	6	33	1	
Supt. - Large Juris.	5	8	0	0		0	0	5	0	
Supt. - Small Juris.	7	5	0	0		0	3	4	0	
Supt. - Exper.	14	5	0	0	*	1	4	9	0	
Supt. - Inexper.	7	11	0	0		0	3	4	0	
Trustee - Lg. Juris.	16	21	2	0		3	4	9	0	
Trustee - Sm. Juris.	25	23	1	1		0	5	20	0	
Trustee - Chair.	10	15	1	2		0	2	7	1	
Trustee - Member	71	57	5	5		3	14	54	0	
Trustee - Exper.	25	21	1	0		0	2	22	1	
Trustee - Inexper.	34	26	5	0		3	9	22	1	
County Councillor	21	20	1	4		2	3	15	1	
Town and Village	21	19	2	1		1	3	17	0	

* Signifies a difference statistically significant at the .05 level

Table 55

Comparison of Replies for Task D-4

Task: Participate in salary negotiations for all non-certificated personnel	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	7	19	3	7	5	3		1	7	17	1	
Trustee	21	53	4	40	8	40		2	17	60	0	
Total	28	72	7	47	13	43		3	24	77	1	
Supt. - Division	5	10	3	2	1	3		0	4	10	1	
Trustee - Division	10	22	3	23	5	14		0	8	25	0	
Supt. - County	2	9	0	5	4	0		1	3	7	0	
Trustee - County	11	31	1	17	3	26		2	9	35	0	
Supt. - Lg. Juris.	1	4	1	2	3	2		0	0	5	0	
Supt. - Sm. Juris.	3	6	0	1	2	0		0	3	5	1	
Supt. - Exper.	4	11	1	0	0	3		1	4	11	0	
Supt. - Inexper.	2	6	2	5	3	0		0	3	4	1	
Trustee - Lg. Juris.	3	10	1	13	2	10		2	4	9	0	
Trustee - Sm. Juris.	4	17	3	11	4	11		0	6	18	0	
Trustee - Chair.	1	7	1	9	1	9		0	2	8	0	
Trustee - Member	20	46	3	31	7	31		2	15	52	0	
Trustee - Exper.	5	14	2	7	4	15		0	3	19	0	
Trustee - Inexper.	8	23	1	16	4	13		2	10	21	0	
County Councillor	6	12	1	9	1	17		1	5	16	0	
Town and Village	5	18	0	8	2	10		1	4	18	0	

Table 56

Comparison of Replies for Task D-5

Task: Prepare specifications for the purchase of supplies and materials	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	16	28	0	0	*	8	4	4	0	
Trustee	71	71	15	9		28	9	31	3	
Total	87	99	15	9		36	13	35	3	
Supt. - Division	6	18	0	0		3	1	2	0	
Trustee - Division	25	40	7	5		14	3	8	0	
Supt. - County	10	19	0	0		5	3	2	0	
Trustee - County	46	31	8	4		14	6	23	3	
Supt. - Large Juris.	4	9	0	0		4	0	0	0	
Supt. - Small Juris.	5	7	0	0		0	2	3	0	
Supt. - Exper.	9	10	0	0		3	3	3	0	
Supt. - Inexper.	6	12	0	0		4	1	1	0	
Trustee - Lg. Juris.	10	22	6	1	**	3	1	6	0	
Trustee - Sm. Juris.	29	13	7	1		12	4	12	1	
Trustee - Chair.	13	13	0	2		6	1	6	0	
Trustee - Member	58	50	15	7		22	8	25	3	
Trustee - Exper.	19	23	4	1		5	2	11	1	
Trustee - Inexper.	35	21	9	0		15	7	11	2	
County Councillor	24	15	3	4		12	4	7	1	*
Town and Village	22	15	5	1		2	2	16	2	

* Signifies a difference statistically significant at the .05 level
** Signifies a difference statistically significant at the .01 level

specifications for the purchase of supplies and materials were somewhat mixed. Seventy-one trustees indicated that the superintendent personally performs the task in their jurisdiction and an equal number indicated that he did not. The majority of superintendents stated that they did not perceive of themselves as being involved. A difference statistically significant at the .05 level was observed in the perceptions of trustees and superintendents. A difference statistically significant at the .01 level was observed between the perceptions of trustees from large jurisdictions and those from small jurisdictions. The majority of trustees from large jurisdictions indicated that the superintendent was not involved compared to the perceived involvement of the superintendent by the majority of trustees in small jurisdictions. It may be that in small jurisdictions the superintendents do not have support staff to whom to delegate this responsibility or that the superintendent is more involved in administrative matters of this nature. Respondents also perceived the superintendent as conducting the task in each of the three role behaviors. A difference statistically significant at the .05 level was observed in the perceptions of county councillors and town and village representatives as to how the task was conducted. County councillors tended to perceive the superintendent as acting independently while the town and village representatives tended to perceive an advisory role.

As indicated in Table 57, expectations for the behavior of superintendents on this task by respondents also varied. A number strongly agreed or agreed that the superintendent should be involved.

Table 57

Comparison of Replies for Task D-5

Task: Prepare specifications for the purchase of supplies and materials	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	7	15	3	14	3	2		8	7	5	2	
Trustee	23	42	6	47	4	44		21	16	30	0	
Total	30	57	9	61	7	46		29	23	35	2	
Supt. - Division	3	7	1	9	2	2		3	2	3	2	
Trustee - Division	8	16	4	29	3	17		12	4	9	0	
Supt. - County	4	8	2	5	1	0		5	5	2	0	
Trustee - County	15	26	2	18	1	27		9	12	21	0	
Supt. - Lg. Juris.	1	3	1	5	2	1		3	1	0	0	
Supt. - Sm. Juris.	3	6	1	2	0	0		0	4	3	3	
Supt. - Exper.	4	6	0	6	1	2		2	4	4	0	
Supt. - Inexper.	3	7	2	4	1	0		5	3	1	1	
Trustee - Lg. Juris.	4	4	2	18	0	11		1	1	7	1	
Trustee - Sm. Juris.	5	21	4	7	1	12		9	8	11	0	
Trustee - Chair.	2	8	0	9	0	9		4	3	5	0	
Trustee - Member	21	34	6	38	4	35		17	13	25	0	
Trustee - Exper.	6	9	1	9	3	19		3	5	8	0	
Trustee - Inexper.	11	20	3	17	1	13		11	10	11	0	
County Councillor	6	13	1	7	1	18		8	6	6	0	*
Town and Village	9	13	1	10	0	10		1	6	15	0	

* Signifies a difference statistically significant at the .05 level

However, a significant number disagreed. Expectations were also expressed for each of the three role behaviors. Once again, a difference statistically significant at the .05 level was observed in the expectations of county councillors and the town and village representatives. The expectations of both groups were consistent with their perceptions of how the task was conducted.

Organize Pupil Transportation Services - Task D-6

As indicated in Table 58, the majority of respondents did not perceive the superintendent as being involved personally in the organization of pupil transportation services. Those that did were not in agreement as to how the task was being conducted. Differences statistically significant at the .05 level were observed between superintendents and trustees, and superintendents and trustees in divisions. Superintendents tended to perceive action as being taken directly. Trustees tended to view action by the superintendent as advisory or independent.

Table 59 indicates that respondents were not in agreement as to whether or not the superintendent should be personally involved in the conduct of this task. Some expected the superintendent to be involved and others did not. Differences statistically significant at the .05 level were observed between the expectations of the following groups: superintendents and trustees, divisional superintendents and divisional trustees, and trustees from large jurisdictions and those from small jurisdictions. Once again trustees tended to expect either an advisory or independent role and superintendents expected to play a direct role.

Table 58

Comparison of Replies for Task D-6

Task: Organize pupil transportation services	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	15	29	0	0		4	8	3	0	*
Trustee	67	92	0	7		18	13	33	3	
Total	82	121	0	7		22	21	36	3	
Supt. - Division	7	17	0	0		1	5	1	0	*
Trustee - Division	29	45	0	3		12	4	13	0	
Supt. - County	8	12	0	0		3	3	2	0	
Trustee - County	38	47	0	4		6	9	20	3	
Supt. - Large Juris.	4	9	0	0		1	3	0	0	
Supt. - Small Juris.	4	8	0	0		1	0	3	0	
Supt. - Exper.	7	12	0	0		3	3	1	0	
Supt. - Inexper.	7	11	0	0		1	4	2	0	
Trustee - Lg. Juris.	16	23	0	0		7	2	6	1	
Trustee - Sm. Juris.	21	29	0	0		3	6	11	1	
Trustee - Chair.	9	17	0	2		3	1	4	1	
Trustee - Member	58	75	0	5		15	12	29	2	
Trustee - Exper.	20	26	0	1		2	2	13	3	
Trustee - Inexper.	30	35	0	0		10	9	11	0	
County Councillor	19	23	0	4		4	5	8	2	
Town and Village	18	24	0	1		2	4	11	1	

* Signifies a difference statistically significant at the .05 level

Table 59

Comparison of Replies for Task D-6

Task: Organize pupil transportation services	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	8	11	2	18	4	1		5	8	5	1	*
Trustee	19	42	4	52	5	44		15	11	37	0	
Total	27	53	6	80	9	45		20	19	42	1	
Supt. - Division	5	6	1	8	3	1		1	6	3	1	*
Trustee - Division	7	19	1	31	3	16		11	3	11	0	
Supt. - County	3	5	1	10	1	0		4	2	2	0	
Trustee - County	12	23	3	21	2	28		4	8	26	0	
Supt. - Lg. Juris.	1	3	2	4	2	1		2	2	0	0	
Supt. - Sm. Juris.	3	3	0	6	0	0		1	0	4	0	
Supt. - Exper.	4	5	0	9	0	1		3	4	2	0	
Supt. - Inexper.	3	5	1	6	3	0		2	3	2	1	
Trustee - Lg. Juris.	3	10	1	17	0	8		6	1	7	0	*
Trustee - Sm. Juris.	5	16	1	12	2	14		1	6	16	0	
Trustee - Chair.	1	5	1	10	1	10		2	0	6	0	
Trustee - Member	18	37	3	42	4	34		13	11	31	0	
Trustee - Exper.	5	10	1	10	1	20		1	4	12	0	
Trustee - Inexper.	9	20	1	21	3	11		10	5	15	0	
County Councillor	4	9	2	11	1	19		2	3	11	0	
Town and Village	8	13	1	10	1	10		2	5	14	0	

* Signifies a difference statistically significant at the .05 level

It would appear as if the superintendent's role in the organization of pupil transportation is dependent upon jurisdictional needs and priorities and is not viewed by a number of respondents as being a task which required the involvement of the superintendent. As Finlay (1961:43) concluded, "Board members see this as a task [pupil transportation services] that comes within their range of capability and wish to carry the major responsibility so that the superintendent can employ his time to better advantage elsehwere."

Establish Procedures for Supplies and Materials - Task D-7

Table 60 indicates that the majority of respondents did not perceive the superintendent as personally establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and materials. Respondents that perceived the superintendent as performing this task tended to perceive an independent or advisory role. It would appear as if in some jurisdictions the superintendent acts independently and in others his involvement is advisory only. No statistically significant differences were observed between the perceptions of the respondent groups being compared. As indicated in Table 61, expectations of respondents tended to reflect their perceptions of the superintendent's role. Once again, preference was given for either an independent or advisory role. Trustees do not appear to wish to direct the superintendent to conduct this task.

Process Requests of Principals - Task D-8

The task of processing the requests of principals for materials and supplies is dealt with in Tables 62 and 63. The majority of trustees perceived the superintendent as personally performing this

Table 60

Comparison of Replies for Task D-7

Task: Establish procedures for the storage, distribution, inventory, maintenance and care of supplies and materials	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	16	27	1	0		7	2	7	0	
Trustee	64	82	11	9		32	12	20	0	
Total	80	109	12	9		39	14	27	0	
Supt. - Division	7	17	0	0		2	1	4	0	
Trustee - Division	26	45	2	4		17	3	6	0	
Supt. - County	9	10	1	0		5	1	3	0	
Trustee - County	38	37	9	5		15	9	14	0	
Supt. - Large Juris.	5	8	0	0		3	0	2	0	
Supt. - Small Juris.	3	8	1	0		1	0	2	0	
Supt. - Exper.	9	9	1	0		2	1	6	0	
Supt. - Inexper.	6	12	0	0		4	1	1	0	
Trustee - Lg. Juris.	16	16	6	1		9	1	6	0	
Trustee - Sm. Juris.	17	29	2	2		7	3	8	0	
Trustee - Chair.	8	17	1	2		3	1	4	0	
Trustee - Member	56	65	10	7		29	11	16	0	
Trustee - Exper.	13	31	1	2		5	4	4	0	
Trustee - Inexper.	30	29	6	0		15	5	10	0	
County Councillor	20	18	3	5		7	4	9	0	
Town and Village	18	18	6	1		8	5	5	0	

Table 61

Comparison of Replies for Task D-7

Task: Establish procedures for the storage, distribution, inventory, maintenance and care of supplies and materials	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	6	13	2	13	6	4		7	2	9	1
Trustee	13	52	10	39	10	40		27	12	25	1
Total	19	65	12	52	16	44		34	14	34	2
Supt. - Division	4	4	2	6	4	4		2	1	4	1
Trustee - Division	5	21	4	24	6	17		15	3	8	0
Supt. - County	2	9	0	7	2	0		5	1	5	0
Trustee - County	8	31	6	15	4	25		12	9	17	1
Supt. - Lg. Juris.	1	3	1	4	2	2		3	0	1	0
Supt. - Sm. Juris.	2	4	0	3	2	1		1	0	4	1
Supt. - Exper.	4	6	1	5	0	3		2	1	7	0
Supt. - Inexper.	1	7	1	5	4	0		4	1	2	1
Trustee - Lg. Juris.	1	14	3	11	0	10		7	2	7	1
Trustee - Sm. Juris.	3	19	4	11	2	11		8	2	12	0
Trustee - Chair.	0	7	1	11	0	9		3	1	4	0
Trustee - Member	13	45	9	28	10	31		24	11	21	1
Trustee - Exper.	5	11	1	9	3	18		5	4	6	1
Trustee - Inexper.	5	22	5	16	6	11		11	5	12	0
County Councillor	2	17	1	8	2	16		5	3	11	0
Town and Village	6	13	5	7	2	10		7	6	5	1

Table 62

Comparison of Replies for Task D-8

Task: Process the requests of principals for materials and supplies	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	21	22	1	0		14	4	3	0	
Trustee	95	53	10	8		50	22	21	2	
Total	116	75	11	8		64	26	24	2	
Supt. - Division	10	14	0	0		6	1	3	0	
Trustee - Division	40	30	3	4		20	11	9	0	
Supt. - County	11	8	1	0		8	3	0	0	
Trustee - County	55	23	7	4		30	11	12	2	
Supt. - Large Juris.	5	8	0	0		4	1	0	0	
Supt. - Small Juris.	7	4	1	0		4	1	2	0	
Supt. - Exper.	6	12	1	0		3	1	2	0	
Supt. - Inexper.	14	4	0	0		10	3	1	0	
Trustee - Lg. Juris.	17	19	3	0	*	11	4	2	0	
Trustee - Sm. Juris.	35	10	4	1		15	9	10	1	
Trustee - Chair.	12	13	1	2		5	6	1	0	
Trustee - Member	83	40	9	6		45	16	20	2	
Trustee - Exper.	31	14	2	0		10	12	8	1	*
Trustee - Inexper.	38	22	5	0		23	6	8	1	
County Councillor	29	12	1	4		14	8	7	0	
Town and Village	25	11	6	1		16	2	5	2	

* Signifies a difference statistically significant at the .05 level

Table 63

Comparison of Replies for Task D-8

Task: Process the requests of principals for materials and supplies	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	8	16	1	11	4	4		13	6	5	0	
Trustee	18	57	10	31	9	39		39	16	23	0	
Total	26	73	11	42	13	43		52	22	25	0	
Supt. - Division	4	7	0	7	2	4		4	3	4	0	
Trustee - Division	8	23	5	18	6	17		16	8	7	0	
Supt. - County	4	9	1	4	2	0		9	3	1	0	
Trustee - County	10	34	5	13	3	25		23	8	16	0	
Supt. - Lg. Juris.	3	1	0	5	2	2		3	1	0	0	
Supt. - Sm. Juris.	4	5	0	2	0	1		5	1	3	0	
Supt. - Exper.	3	5	1	5	2	3		2	2	4	0	
Supt. - Inexper.	5	9	0	3	1	0		9	4	1	0	
Trustee - Lg. Juris.	3	10	1	16	1	8	*	10	2	2	0	
Trustee - Sm. Juris.	5	25	4	4	1	11		12	6	13	0	
Trustee - Chair.	1	6	2	9	0	10		2	3	3	0	
Trustee - Member	17	51	8	22	9	29		37	13	20	0	
Trustee - Exper.	7	16	1	3	5	15		9	8	8	0	
Trustee - Inexper.	6	23	6	12	4	14		17	3	10	0	
County Councillor	2	19	1	6	1	17		9	4	10	0	
Town and Village	8	14	4	7	2	8		14	3	6	0	

* Signifies a difference statistically significant at the .05 level

task in their jurisdiction. A difference statistically significant at the .05 level was observed between the perceptions of trustees from large jurisdictions and those from small jurisdictions. The large majority of trustees from small jurisdictions perceived the superintendent as conducting this task while those from large jurisdictions did not. It would appear as if superintendents in large jurisdictions have staff to which this task can be delegated. The majority of respondents that perceived the superintendent as performing this task indicated that action was taken independently. One-half of the superintendents reported that they conducted the task.

As indicated in Table 63, the majority of respondents expected the superintendent to personally process the requests of principals for materials and supplies in an independent manner. Once again, a significant number indicated that they did not expect the superintendent to perform this task. This was particularly evident in the expectations of the majority of trustees from large jurisdictions who indicated this was not an expectation of the role behavior of the superintendent. However, trustees from small jurisdictions expected the superintendent's involvement.

Provide Monthly Financial Statements - Task D-9

The task of providing the board with monthly statements regarding financial matters is dealt with in Tables 64 and 65. As indicated in Table 64, the majority of respondents did not perceive the superintendent as performing this task. Those respondents that reported they perceive the superintendent as performing this task indicated that this was done in each of the three role behaviors.

Table 64

Comparison of Replies for Task D-9

Task: Provide the board with monthly statements regarding financial matters	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	12	31	1	0		4	3	5	0	
Trustee	61	95	3	7		25	14	20	2	
Total	73	126	4	7		29	17	25	2	
Supt. - Division	7	17	0	0		2	1	3	0	
Trustee - Division	17	54	0	2		12	3	6	0	
Supt. - County	5	14	1	0		2	2	2	0	
Trustee - County	40	41	3	5		13	11	14	2	
Supt. - Large Juris.	5	8	0	0		3	1	0	0	
Supt. - Small Juris.	4	7	1	0		1	0	4	0	
Supt. - Exper.	3	15	1	0		1	0	2	0	
Supt. - Inexper.	6	12	0	0		2	2	2	0	
Trustee - Lg. Juris.	19	19	0	1		8	4	7	0	
Trustee - Sm. Juris.	24	25	1	0		8	5	9	2	
Trustee - Chair.	8	17	1	2		4	1	3	0	
Trustee - Member	53	78	2	5		21	13	17	2	
Trustee - Exper.	16	31	0	0		5	4	6	1	
Trustee - Inexper.	29	33	3	0		14	6	8	1	
County Councillor	21	18	3	4		9	7	5	0	
Town and Village	19	22	0	2		4	4	9	2	

Table 65

Comparison of Replies for Task D-9

Task: Provide the board with monthly statements regarding financial matters	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	5	15	1	17	3	3		5	6	8	1
Trustee	20	49	6	42	7	42		29	14	25	1
Total	25	64	7	59	10	45		34	20	33	2
Supt. - Division	3	7	1	9	1	3		2	2	5	1
Trustee - Division	10	15	1	30	5	16		14	2	8	1
Supt. - County	2	8	0	8	2	0		3	4	3	0
Trustee - County	10	34	5	12	2	26		15	12	17	0
Supt. - Lg. Juris.	3	2	0	5	1	2		2	2	1	0
Supt. - Sm. Juris.	2	6	0	3	1	0		1	1	5	1
Supt. - Exper.	1	6	1	7	1	3		2	1	4	0
Supt. - Inexper.	3	6	0	7	2	0		2	4	2	1
Trustee - Lg. Juris.	6	12	2	10	1	8		8	2	8	0
Trustee - Sm. Juris.	6	17	3	13	1	10		8	5	10	0
Trustee - Chair.	2	3	1	11	1	10		3	1	3	0
Trustee - Member	18	46	5	31	6	32		26	13	22	1
Trustee - Exper.	6	6	1	8	6	20		7	2	4	0
Trustee - Inexper.	8	29	2	16	0	10		15	8	14	0
County Councillor	3	18	1	6	0	18		8	6	1	0
Town and Village	7	16	4	5	2	9		7	6	9	1

Consequently, it is difficult to generalize concerning the manner in which the task is conducted. No statistically significant differences were observed in the perceptions of the respondent groups being compared.

As indicated in Table 65, a significant number of respondents stated that they expect the superintendent to perform this task personally. However, the distribution of responses was wide and there were a number of respondents who did not indicate a choice. As a result, it is difficult to generalize concerning the expectations for the superintendent's involvement in this task and the nature of that involvement.

The information provided in Tables 64 and 65 would indicate that the role of the superintendent in the preparation of financial information for the board is not clear. Many of the respondents perceived and expected this task to be the responsibility of the superintendent while a significant number did not. Superintendents themselves were uncertain as to whether or not this should be a task which required their personal involvement. It would appear as if the superintendent's role in this task is dependent upon local circumstances.

Task Area D: Business and Finance

Tasks one to nine in Section 3 of the questionnaire all pertained to the task area of business and finance. The majority of respondents perceived and expected the superintendent to be personally involved in budget preparation and recommendation in an advisory capacity. However, superintendents indicated that they expect to play

a more direct or independent role in recommending the budget than trustees expect them to play. This was particularly evident between county superintendents and trustees. The majority of respondents did not perceive and expect the superintendent to be involved in salary negotiations for certificated staff but did so for non-certificated staff. Involvement in salary matters in an advisory capacity was perceived and expected by the vast majority of respondents. The majority of respondents did not perceive nor expect the superintendent to be involved in pupil transportation services or the purchase of supplies and materials.

It would appear as if the majority of respondents were in agreement that the superintendent is and should be involved in the preparation and recommendation of the jurisdiction's budget in an advisory capacity. However, for matters dealing with salary negotiations, supplies and materials, pupil transportation and financial reports, there was far less agreement. These observations support those of Finlay (1961:76) who reported that "School boards in Alberta see the superintendent's role at best as an advisor in the area of finance with a strong indication that many feel he should not consider financial matters his responsibility at all." Downey (1976:111-112) also found that the majority of respondents perceived and expected the superintendent's involvement in the preparation of budgets and resource allocation but did not perceive or expect involvement in other financial matters.

Public Relations

The administrative task area of public relations was presented in the questionnaire under the following seven statements of duties:

1. Be responsible for communication between all components of the educational system.
2. Interpret school board policy to the public and the staff.
3. Maintain good relationships with the local press and other forms of news media.
4. Provide information on curriculum, instructional technology and methodology to all interest groups and individuals.
5. Give active support to worthy community efforts.
6. Assist and encourage the development of active community involvement in the schools.
7. Prepare the annual report regarding the entire operation for the board and the public.

Communication Between all Components - Task E-1

It is evident from the statistics in Tables 66 and 67 that the respondents perceived and expected the superintendent to be personally responsible for communications between all components of the educational system and to do so in an independent manner. No statistically significant differences were observed between the respondent groups on either perceptions or expectations. One can conclude that superintendents and trustees perceive this as a task the superintendent is performing on his own initiative and expect him to do so. Communication networks are vital to the successful operation

Table 66

Comparison of Replies for Task E-1

Task: Be responsible for communication between all components of the educational systems	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	39	4	0	1		26	6	4	3	
Trustee	135	19	4	8		81	35	17	2	
Total	174	23	4	9		107	41	21	5	
Supt. - Division	20	4	0	0		12	3	3	2	
Trustee - Division	61	10	2	4		43	13	4	1	
Supt. - County	19	0	0	0		14	3	1	1	
Trustee - County	74	9	2	4		38	22	13	1	
Supt. - Large Juris.	13	0	0	0		9	2	1	1	
Supt. - Small Juris.	10	1	0	1		8	1	1	0	
Supt. - Exper.	17	1	0	1		10	2	3	2	
Supt. - Inexper.	15	3	0	0		12	3	0	0	
Trustee - Lg. Juris.	34	3	1	1		23	8	2	1	
Trustee - Sm. Juris.	42	6	1	1		21	14	8	0	
Trustee - Chair.	21	3	2	2		11	4	6	0	
Trustee - Member	114	16	2	6		70	31	11	2	
Trustee - Exper.	40	4	2	1		19	13	7	1	
Trustee - Inexper.	56	9	0	0		36	12	7	1	
County Councillor	38	3	1	4		15	13	9	I	
Town and Village	35	6	1	1		22	9	4	0	

Table 67

Comparison of Replies for Task E-1

Task: Be responsible for communication between all components of the educational systems	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	18	22	0	3	0	1		27	6	5	2
Trustee	42	81	4	5	2	32		78	26	18	1
Total	60	103	4	8	2	33		105	32	23	3
Supt. - Division	11	10	0	3	0	0		12	3	4	2
Trustee - Division	21	37	1	2	2	14		42	11	5	0
Supt. - County	7	12	0	0	0	1		15	3	1	0
Trustee - County	21	44	3	3	0	18		36	15	13	1
Supt. - Lg. Juris.	4	9	0	0	0	0		10	2	1	0
Supt. - Sm. Juris.	7	3	0	1	0	1		8	1	1	0
Supt. - Exper.	9	9	0	0	0	1		10	2	4	2
Supt. - Inexper.	5	10	0	3	0	0		12	3	0	0
Trustee - Lg. Juris.	11	20	0	1	0	7		24	4	3	0
Trustee - Sm. Juris.	13	27	1	2	0	7		24	11	7	0
Trustee - Chair.	3	14	1	2	0	8		12	2	4	0
Trustee - Member	39	67	3	3	2	24		66	24	14	1
Trustee - Exper.	17	16	1	0	0	13		22	6	5	0
Trustee - Inexper.	17	32	3	2	1	10		29	11	9	0
County Councillor	7	22	2	1	0	14		12	8	9	0
Town and Village	13	22	1	2	0	5		23	7	4	1

of any organization and the superintendent appears to be charged with the responsibility of ensuring these networks are established and maintained. It may be that the superintendent's position in the organization of the school jurisdiction enables him to perform this function much more efficiently and effectively than any other employee on the board. The majority of respondents, 57 per cent, to the Downey study (1976:112) perceived the superintendent as performing this task and 88 per cent expected he should.

Interpret School Board Policy - Task E-2

The task of interpreting school board policy to the public and the staff is dealt with in Tables 68 and 69. It is evident that trustees and superintendents perceived and expected the superintendent to personally conduct this task in an independent manner. No statistically significant differences were observed between the respondent groups being compared on either perceptions or expectations. These findings are consistent with those of Downey (1976:112) who found that the large majority of respondents perceived and expected the superintendent to conduct this task. Finlay (1961:87) also reported that the majority of trustees "felt that this was a task for the superintendent to perform." However, Finlay (1961:87) found that the largest group, "36 per cent of the total respondents -- favored superintendent action under board direction." In the present study, the largest single group of trustees favored independent action by the superintendent.

Maintain Good Relationships with the Media - Task E-3

As indicated in Tables 70 and 71, the vast majority of

Table 68

Comparison of Replies for Task E-2

Task: Interpret school board policy to the public and the staff	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	42	1	0	1		33	5	3	1	
Trustee	149	5	3	9		88	41	13	7	
Total	191	6	3	10		121	46	16	8	
Supt. - Division	23	1	0	0		17	4	1	1	
Trustee - Division	68	3	2	4		43	16	3	6	
Supt. - County	19	0	0	1		16	1	2	0	
Trustee - County	81	2	1	5		45	25	10	1	
Supt. - Large Juris.	12	0	0	1		9	1	2	0	
Supt. - Small Juris.	11	1	0	0		10	1	0	0	
Supt. - Exper.	19	0	0	0		13	4	1	1	
Supt. - Inexper.	17	1	0	0		15	1	1	0	
Trustee - Lg. Juris.	37	1	0	1		24	11	1	1	
Trustee - Sm. Juris.	47	0	1	2		28	11	5	3	
Trustee - Chair.	25	0	1	2		14	9	2	0	
Trustee - Member	124	5	2	7		74	32	11	7	
Trustee - Exper.	42	1	3	1		23	11	6	2	
Trustee - Inexper.	61	4	0	0		35	18	5	3	
County Councillor	41	0	1	4		21	13	7	0	
Town and Village	39	2	0	2		23	12	2	1	

Table 69

Comparison of Replies for Task E-2

Task: Interpret school board policy to the public and the staff	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	27	14	0	1	0	2		33	5	3	0
Trustee	59	70	2	0	1	34		86	33	16	0
Total	86	84	2	1	1	36		119	38	19	0
Supt. - Division	16	6	0	1	0	1		17	4	1	0
Trustee - Division	30	31	2	0	1	13		43	12	6	0
Supt. - County	11	8	0	0	0	1		16	1	2	0
Trustee - County	29	39	0	0	0	21		43	21	10	0
Supt. - Lg. Juris.	6	5	0	0	0	2		8	1	2	0
Supt. - Sm. Juris.	8	3	0	1	0	0		10	1	0	0
Supt. - Exper.	12	6	0	0	0	1		13	4	1	0
Supt. - Inexper.	11	6	0	1	0	0		15	1	1	0
Trustee - Lg. Juris.	19	14	0	0	0	6		24	7	1	1
Trustee - Sm. Juris.	12	26	1	0	0	11		26	10	7	0
Trustee - Chair.	7	13	0	0	0	8		13	7	3	0
Trustee - Member	52	57	2	0	1	26		73	26	13	0
Trustee - Exper.	20	12	1	0	0	14		23	7	7	0
Trustee - Inexper.	20	34	1	0	1	9		33	15	6	0
County Councillor	10	20	0	0	0	16		17	10	7	0
Town and Village	18	19	0	0	0	6		25	11	3	0

Table 70

Comparison of Replies for Task E-3

Task: Maintain good relationships with the local press and other forms of news media	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	43	1	0	0		32	5	6	0	
Trustee	142	7	7	10		90	35	13	4	
Total	185	8	7	10		122	40	19	4	
Supt. - Division	23	1	0	0		15	3	5	0	
Trustee - Division	67	1	5	4		45	16	5	1	
Supt. - County	20	0	0	0		17	2	1	0	
Trustee - County	75	6	2	6		45	19	8	3	
Supt. - Large Juris.	13	0	0	0		10	3	0	0	
Supt. - Small Juris.	12	0	0	0		9	1	2	0	
Supt. - Exper.	19	0	0	0		14	1	4	0	
Supt. - Inexper.	17	1	0	0		13	2	2	0	
Trustee - Lg. Juris.	37	0	0	2		28	7	0	2	
Trustee - Sm. Juris.	44	3	2	1		28	11	3	2	
Trustee - Chair.	23	2	1	2		13	6	3	1	
Trustee - Member	119	5	6	8		77	29	10	3	
Trustee - Exper.	42	2	3	0		27	10	3	2	
Trustee - Inexper.	55	5	3	2		33	15	8	0	
County Councillor	39	2	1	4		20	13	5	1	
Town and Village	35	4	1	3		24	6	3	2	

Table 71

Comparison of Replies for Task E-3

Task: Maintain good relationships with the local press and other forms of news media	Expectations for the Role Behavior of Superintendents										
	Should						How				
	SA	A	U	D	SD	No Response	Independently	Directly	Advisory	No Response	
Superintendent	30	13	1	0	0	0	29	5	7	2	
Trustee	54	75	3	1	0	33	89	28	13	0	
Total	84	88	4	1	0	33	118	33	20	2	
Supt. - Division	18	5	1	0	0	0	14	3	5	1	
Trustee - Division	31	31	3	0	0	12	45	13	3	0	
Supt. - County	12	8	0	0	0	0	15	2	2	1	
Trustee - County	23	44	1	0	0	21	44	15	10	0	
Supt. - Lg. Juris.	9	4	0	0	0	0	9	3	0	1	
Supt. - Sm. Juris.	7	5	0	0	0	0	7	1	3	1	
Supt. - Exper.	14	5	0	0	0	0	13	1	5	0	
Supt. - Inexper.	11	6	1	0	0	0	13	2	2	0	
Trustee - Lg. Juris.	18	14	0	0	0	7	26	6	1	0	
Trustee - Sm. Juris.	10	28	1	1	0	10	27	8	5	0	
Trustee - Chair.	6	14	0	1	0	7	12	7	3	0	
Trustee - Member	48	61	3	0	0	26	77	21	10	0	
Trustee - Exper.	17	17	1	1	0	11	26	7	3	0	
Trustee - Inexper.	20	35	2	0	0	11	32	12	9	0	
County Councillor	6	24	0	0	0	16	17	10	5	0	
Town and Village	16	20	0	1	0	6	26	5	5	0	

superintendents and trustees who responded to the questionnaire perceive and expect the superintendent to maintain good relationships with the local press and other forms of news media independent of board direction. No statistically significant differences were observed between the respondent groups being compared on this task. There would appear to strong agreement among superintendents and trustees in Alberta counties and divisions that this task is the responsibility of the superintendent and that it should be done independently. These findings are consistent with those reported by Finlay (1961:92) and Downey (1976:112).

Provide Information on Curriculum - Task E-4

The task of providing information on curriculum, instructional technology to all interest groups and individuals is dealt with in Tables 72 and 73. Once again the large majority of superintendents and trustees perceived and expected the superintendent to perform this task in an independent manner. No statistically significant differences were observed in either the perceptions or expectations of the respondent groups being compared. It would appear as if there is strong agreement among superintendents and trustees that this task is and should be the responsibility of the superintendent and should be conducted on his own initiative. This finding is consistent with that reported by Finlay (1961:85) and Downey (1976:112).

Give Support to Worthy Community Efforts - Task E-5

Tables 74 and 75 indicate that the majority of respondents perceived and expected the superintendent to give active support to worthy community efforts in an independent manner. A difference

Table 72

Comparison of Replies for Task E-4

Task: Provide information on curriculum, instructional technology and methodology to all interested groups and individuals	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	39	4	1	0		32	3	4	0
Trustee	134	13	10	9		85	28	16	5
Total	173	17	11	9		117	31	20	5
Supt. - Division	21	2	1	0		16	1	4	0
Trustee - Division	60	10	4	3		43	11	5	1
Supt. - County	18	2	0	0		16	2	0	0
Trustee - County	74	3	6	6		42	17	11	4
Supt. - Large Juris.	11	2	0	0		11	0	0	0
Supt. - Small Juris.	11	1	0	0		10	0	1	0
Supt. - Exper.	17	2	0	0		12	1	4	0
Supt. - Inexper.	17	0	1	0		15	2	0	0
Trustee - Lg. Juris.	33	4	1	1		21	8	3	1
Trustee - Sm. Juris.	40	4	5	1		24	10	5	1
Trustee - Chair.	23	2	1	2		15	4	3	1
Trustee - Member	111	11	9	7		70	24	13	4
Trustee - Exper.	39	3	5	0		22	9	4	4
Trustee - Inexper.	52	7	4	2		31	13	7	1
County Councillor	37	0	4	5		20	9	5	3
Town and Village	36	3	2	2		21	8	6	1

Table 73

Comparison of Replies for Task E-4

Task: Provide information on curriculum, instructional technology and methodology to all interested groups and individuals	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	22	17	2	1	0	2		32	4	3	0
Trustee	50	74	6	0	0	36		92	18	13	1
Total	72	91	8	1	0	38		124	22	16	1
Supt. - Division	13	7	2	0	0	2		16	1	3	0
Trustee - Division	27	33	3	0	0	14		48	6	4	1
Supt. - County	9	10	0	1	0	0		16	3	0	0
Trustee - County	23	41	3	0	0	22		44	12	9	0
Supt. - Lg. Juris.	7	4	0	1	0	1		11	0	0	0
Supt. - Sm. Juris.	7	5	0	0	0	0		10	1	1	0
Supt. - Exper.	10	6	1	0	0	2		12	1	3	0
Supt. - Inexper.	8	9	1	0	0	0		15	2	0	0
Trustee - Lg. Juris.	14	19	0	0	0	6		26	5	3	0
Trustee - Sm. Juris.	9	26	3	0	0	12		25	7	4	0
Trustee - Chair.	6	13	1	0	0	8		16	3	2	0
Trustee - Member	44	61	5	0	0	28		76	15	11	1
Trustee - Exper.	17	15	1	0	0	14		24	5	3	0
Trustee - Inexper.	18	32	4	0	0	11		36	7	7	0
County Councillor	8	21	1	0	0	16		19	6	5	0
Town and Village	14	20	2	0	0	7		24	6	4	0

Table 74

Comparison of Replies for Task E-5

Task: Give active support to worthy community efforts	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	39	5	1	0	**	23	5	9	2	
Trustee	99	26	34	7		47	25	23	4	
Total	138	31	35	7		70	30	32	6	
Supt. - Division	21	3	0	0		11	2	8	0	
Trustee - Division	53	11	10	3		28	10	12	3	
Supt. - County	17	2	1	0		12	3	1	1	
Trustee - County	46	15	24	4		19	15	11	1	
Supt. - Large Juris.	10	3	0	0		7	3	0	0	
Supt. - Small Juris.	11	1	0	0		7	0	4	0	
Supt. - Exper.	17	1	1	0		10	1	6	0	
Supt. - Inexper.	16	2	0	0		11	2	2	1	
Trustee - Lg. Juris.	25	6	8	0		17	3	4	1	
Trustee - Sm. Juris.	31	6	12	1		13	9	8	1	
Trustee - Chair.	22	1	3	2		8	7	5	2	
Trustee - Member	77	25	31	5		39	18	18	2	
Trustee - Exper.	30	7	10	0		10	11	7	2	
Trustee - Inexper.	34	16	15	0		22	4	6	2	
County Councillor	29	4	9	4		10	10	8	1	
Town and Village	17	11	14	1		9	5	3	0	

** Signifies a difference statistically significant at the .01 level

Table 75

Comparison of Replies for Task E-5

Task: Give active support to worthy community efforts	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	15	21	5	2	0	1		23	4	7	2	
Trustee	33	71	15	4	1	42		65	19	18	2	
Total	48	92	20	6	1	43		88	23	25	4	
Supt. - Division	10	9	3	1	0	1		11	2	5	1	
Trustee - Division	19	35	7	1	1	14		35	5	10	2	
Supt. - County	5	12	2	1	0	0		12	2	2	1	
Trustee - County	14	36	8	3	0	28		30	14	8	0	
Supt. - Lg. Juris.	4	6	1	1	0	1		8	2	0	0	
Supt. - Sm. Juris.	6	6	0	0	0	0		7	0	4	1	
Supt. - Exper.	5	9	3	1	0	1		9	1	4	0	
Supt. - Inexper.	7	10	1	0	0	0		12	2	2	1	
Trustee - Lg. Juris.	9	15	4	4	0	7		20	1	3	0	
Trustee - Sm. Juris.	10	21	5	0	0	14		22	5	7	0	
Trustee - Chair.	4	15	1	0	0	8		10	6	5	0	
Trustee - Member	29	56	14	4	1	34		55	13	13	2	
Trustee - Exper.	9	18	3	0	0	17		15	6	7	0	
Trustee - Inexper.	15	25	10	2	1	12		29	7	2	2	
County Councillor	3	23	2	2	0	16		14	8	6	2	
Town and Village	11	12	6	1	0	13		15	6	2	0	

statistically significant at the .01 level was observed between the perceptions of superintendents and trustees on whether this task was conducted. However, this difference can be explained by the fact that 34 of the trustees, or 21 percent, reported that they did not know if the superintendent actually performs this task. Since school jurisdictions encompass a number of communities, it is possible that trustees from communities in which the superintendent does not reside are not aware of his involvement in community efforts. Once again, these findings are consistent with those reported by Finlay (1961:92) and Downey (1976:112).

Encourage Community Involvement in Schools - Task E-6

As indicated in Tables 76 and 77, the majority of respondents perceived and expected the superintendent to be personally involved in the task of assisting and encouraging the development of active community involvement in the schools. The majority also perceived and expected that action was to be taken independently of the board. No statistically significant differences were observed among the respondent groups being compared on this task. It would appear as if there is a general agreement among superintendents and trustees that this task is and should be the responsibility of the superintendent and that action should be taken in an independent manner.

Prepare the Annual Report - Task E-7

The task of preparing the annual report regarding the entire operation of the board and the public is dealt with in Tables 78 and 79. The majority of respondents indicated that they perceive and expect the superintendent to be personally involved in this task on

Table 76

Comparison of Replies for Task E-6

Task: Assist and encourage the development of active community involvement in the schools	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	38	6	0	0		25	4	8	1	
Trustee	119	24	15	8		59	25	31	4	
Total	157	30	15	8		84	29	39	5	
Supt. - Division	20	4	0	0		12	2	5	1	
Trustee - Division	58	8	7	4		27	16	12	3	
Supt. - County	18	2	0	0		13	2	3	0	
Trustee - County	61	16	8	4		32	9	19	1	
Supt. - Large Juris.	11	2	0	0		10	1	0	0	
Supt. - Small Juris.	12	0	0	0		7	1	4	0	
Supt. - Exper.	16	3	0	0		10	0	5	1	
Supt. - Inexper.	16	2	0	0		11	3	2	0	
Trustee - Lg. Juris.	31	4	4	0		16	7	7	1	
Trustee - Sm. Juris.	33	10	5	2		15	8	9	1	
Trustee - Chair.	18	4	3	3		10	2	5	1	
Trustee - Member	101	20	12	5		49	23	26	3	
Trustee - Exper.	32	9	5	1		12	6	12	2	
Trustee - Inexper.	45	13	7	0		27	6	11	1	
County Councillor	31	7	4	4		15	3	12	1	
Town and Village	30	9	3	1		17	6	7	0	

Table 77

Comparison of Replies for Task E-6

Task: Assist and encourage the development of active community involvement in the schools	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	20	19	2	2	0	1		23	5	8	3
Trustee	41	78	8	3	1	35		70	21	26	2
Total	61	97	10	5	1	36		93	26	34	5
Supt. - Division	14	7	1	1	0	1		10	4	5	2
Trustee - Division	19	38	5	2	1	12		34	11	9	2
Supt. - County	6	12	1	1	0	0		13	1	3	1
Trustee - County	22	40	3	1	0	23		36	10	17	0
Supt. - Lg. Juris.	7	4	1	1	0	0		8	1	0	2
Supt. - Sm. Juris.	6	6	0	0	0	0		7	1	4	0
Supt. - Exper.	8	9	0	1	0	1		10	1	5	1
Supt. - Inexper.	7	9	1	1	0	0		10	3	2	1
Trustee - Lg. Juris.	12	20	1	0	0	6		21	4	8	0
Trustee - Sm. Juris.	10	26	2	2	0	10		19	8	10	0
Trustee - Chair.	5	12	1	3	0	7		11	1	6	0
Trustee - Member	36	66	7	0	1	28		59	20	20	2
Trustee - Exper.	10	22	1	2	0	12		16	8	10	0
Trustee - Inexper.	17	29	5	0	1	13		30	5	9	2
County Councillor	6	21	2	0	0	17		14	4	10	0
Town and Village	16	18	1	1	0	7		21	6	7	0

Table 78

Comparison of Replies for Task E-7

Task: Prepare the annual report regarding the entire operation for the board and the public	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	35	9	0	0		21	8	3	3	
Trustee	110	42	5	9		56	27	21	6	
Total	145	51	5	9		77	35	24	9	
Supt. - Division	19	5	0	0		12	3	2	2	
Trustee - Division	51	20	1	5		31	9	9	2	
Supt. - County	16	4	0	0		9	5	1	1	
Trustee - County	59	22	4	4		25	18	12	4	
Supt. - Large Juris.	13	0	0	0		9	1	1	2	
Supt. - Small Juris.	8	4	0	0		4	3	1	0	
Supt. - Exper.	15	4	0	0		8	4	2	1	
Supt. - Inexper.	14	4	0	0		9	4	0	1	
Trustee - Lg. Juris.	28	9	1	1		15	10	2	1	
Trustee - Sm. Juris.	35	10	4	1		19	7	9	0	
Trustee - Chair.	22	4	0	2		9	6	4	3	
Trustee - Member	88	38	5	7		47	21	17	3	
Trustee - Exper.	33	12	0	0		17	8	5	3	
Trustee - Inexper.	41	23	1	0		19	11	10	1	
County Councillor	32	8	4	4		11	8	9	4	
Town and Village	26	14	2	1		13	10	3	0	

Table 79

Comparison of Replies for Task E-7

Task: Prepare the annual report regarding the entire operation for the board and the public	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	22	14	1	4	1	2		20	10	3	2	
Trustee	40	62	9	16	1	38		47	26	29	0	
Total	62	76	10	20	2	40		67	36	32	1	
Supt. - Division	13	6	0	3	0	2		10	5	2	2	
Trustee - Division	22	27	4	8	1	15		25	12	11	0	
Supt. - County	9	8	1	1	1	0		10	5	1	1	
Trustee - County	18	35	5	8	0	23		22	14	18	0	
Supt. - Lg. Juris.	8	5	0	0	0	0		8	2	2	1	
Supt. - Sm. Juris.	6	3	1	1	0	1		4	3	1	1	
Supt. - Exper.	10	5	0	2	1	1		7	5	2	1	
Supt. - Inexper.	7	7	1	2	0	1		10	4	0	0	
Trustee - Lg. Juris.	10	16	1	4	0	8		13	8	6	0	
Trustee - Sm. Juris.	11	19	4	4	1	11		15	5	12	0	
Trustee - Chair.	8	9	0	3	0	8		9	5	5	0	
Trustee - Member	32	53	9	13	1	30		38	21	24	0	
Trustee - Exper.	12	16	1	3	1	14		16	7	6	0	
Trustee - Inexper.	13	26	7	8	0	11		14	9	17	0	
County Councillor	6	21	1	3	0	15		12	2	14	0	**
Town and Village	11	14	4	5	0	9		9	12	4	0	

** Signifies a difference statistically significant at the .01 level

his own initiative. However, a significant number of trustees indicated that they perceive and expect action to be taken directly or in an advisory manner. This was particularly true in the case of inexperienced trustees and town and village representatives. A difference statistically significant at the .01 level was observed in the expectations for how the task should be conducted between county councillors and town and village representatives. The largest single group of town and village representatives expressed a preference for action to be taken at the direction of the board. County councillors, on the other hand, expected advisory or independent action on the part of the superintendent. It is difficult to account for this difference in expectation. There were a number of superintendents and trustees that indicated that this task was not and should not be the responsibility of the superintendent. Since the annual report has traditionally dealt with statistical information, it is possible that in some jurisdictions the secretary-treasurer conducts this task.

Task Area E: Public Relations

Items one to seven in Section E of the questionnaire all pertained to the task area of public relations. An examination of the data presented in Tables 66 to 79 indicates that the majority of superintendents and trustees perceived the superintendent as performing all of the tasks identified in this task area personally and expected him to do so. In addition, there was general agreement that action was and should be taken independently. These findings are in general agreement with those reported by Finlay (1961) and Downey (1976). It would appear as if the superintendent performs a vital

role in the public relations of the school jurisdiction in which he is employed and is expected to do so. Perceptions and expectations are particularly high for independent action in areas which involve communication with and among staff and in matters dealing with instructional programs. This is consistent with the perceptions and expectations expressed by respondents on Section A which dealt with instructional leadership.

School Facilities

The administrative task area of the provision and maintenance of school facilities was presented in the questionnaire under the following five administrative tasks:

1. Develop policies and procedures for the use of school facilities by the staff and the community.
2. Develop efficient and effective maintenance procedures for educational facilities and grounds.
3. Estimate and plan for the building needs of the jurisidiction.
4. Select suitable school sites.
5. Develop an efficient program of plant operation.

Use of School Facilities - Task F-1

The task of developing policies and procedures for the use of school facilities by the staff and community is dealt with in Tables 80 and 81. As these tables indicate, the majority of respondents perceived and expected the superintendent as involved personally in performing this task. As with previous tasks dealing with the

Table 80

Comparison of Replies for Task F-1

Task: Develop policies and procedures for the use of school facilities by the staff and community	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	39	5	0	0		3	15	21	0	
Trustee	123	29	5	9		11	51	56	5	
Total	162	34	5	9		14	66	77	5	
Supt. - Division	21	3	0	0		0	5	16	0	
Trustee - Division	59	13	2	3		6	24	26	3	
Supt. - County	18	2	0	0		3	10	5	0	
Trustee - County	64	16	3	6		5	27	30	2	
Supt. - Large Juris.	12	1	0	0		0	4	8	0	
Supt. - Small Juris.	11	1	0	0		0	6	5	0	
Supt. - Exper.	17	2	0	0		2	6	9	0	
Supt. - Inexper.	15	3	0	0		1	6	8	0	
Trustee - Lg. Juris.	33	4	2	0		5	13	13	2	
Trustee - Sm. Juris.	35	13	0	2		3	17	15	0	
Trustee - Chair.	20	5	1	2		2	11	6	1	
Trustee - Member	103	24	4	7		9	40	50	5	
Trustee - Exper.	32	14	1	0		3	16	10	3	
Trustee - Inexper.	55	7	2	1		3	15	34	1	
County Councillor	33	6	2	5		4	9	18	2	
Town and Village	30	19	1	2		1	18	11	0	

Table 81

Comparison of Replies for Task F-1

Task: Develop policies and procedures for the use of school facilities by the staff and the community	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	14	26	1	1	1	1		3	16	20	1	
Trustee	31	80	3	15	2	35		9	50	49	3	
Total	45	106	4	16	3	36		12	66	69	4	
Supt. - Division	11	12	1	0	0	0		0	7	15	1	
Trustee - Division	17	36	3	7	1	13		6	21	25	1	
Supt. - County	3	14	0	1	1	1		3	9	5	0	
Trustee - County	14	44	0	8	1	22		3	29	24	2	
Supt. - Lg. Juris.	4	7	0	0	1	1		0	4	7	0	
Supt. - Sm. Juris.	5	6	0	1	0	0		0	6	4	1	
Supt. - Exper.	7	12	0	0	0	0		2	8	9	0	
Supt. - Inexper.	4	10	1	1	1	1		1	5	8	0	
Trustee - Lg. Juris.	12	16	0	3	0	8		4	15	9	0	
Trustee - Sm. Juris.	6	28	0	5	2	9		3	14	17	0	
Trustee - Chair.	3	14	0	4	0	7		0	11	7	0	
Trustee - Member	28	66	3	11	2	28		9	39	42	3	
Trustee - Exper.	9	20	0	5	1	12		4	12	11	2	
Trustee - Inexper.	13	35	2	4	1	10		2	17	28	1	
County Councillor	3	25	0	4	0	14		1	8	17	2	**
Town and Village	11	18	0	4	1	9		2	21	6	0	

** Signifies a difference statistically significant at the .01 level

development of policies and procedures, respondents perceived and expected involvement to be either directly or in an advisory capacity. A difference statistically significant at the .01 level was observed in the expectations of county councillors and town and village representatives as to how the task should be performed. Town and village representatives expressed a strong preference for direct action, whereas, county councillors tended to favor action in an advisory capacity.

Maintenance Procedures for Educational Facilities - Task F-2

Tables 82 and 83 deal with the task of developing efficient and effective maintenance procedures for educational facilities and grounds. As indicated in Table 82, respondents were not in agreement in their perceptions as to whether or not the superintendent personally performs this task. Approximately one-half of the respondents perceived that the superintendent performs this task and the remaining one-half did not share this perception. The majority of the respondents that reported they perceived the superintendent as performing this task stated that it was conducted directly or in an advisory capacity. A difference statistically significant at the .01 level was observed between the responses of county councillors and town and village representatives. The majority of the county councillors perceived the superintendent as performing this task, whereas, the majority of town and village representatives did not. It is difficult to account for this apparent difference in perception. As indicated in Table 83, a slight majority of respondents reported that they expect the superintendent to conduct this task in an

Table 82

Comparison of Replies for Task F-2

Task: Develop efficient and effective maintenance procedures for educational facilities and grounds	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	22	22	0	0		6	9	7	0	
Trustee	82	72	3	9		20	24	34	4	
Total	104	94	3	9		26	33	41	4	
Supt. - Division	12	12	0	0		4	4	4	0	
Trustee - Division	41	30	2	4		15	10	12	4	
Supt. - County	10	10	0	0		2	5	3	0	
Trustee - County	41	42	1	5		5	14	22	0	
Supt. - Large Juris.	7	6	0	0		4	2	1	0	
Supt. - Small Juris.	6	6	0	0		0	3	3	0	
Supt. - Exper.	10	9	0	0		3	4	3	0	
Supt. - Inexper.	9	9	0	0		2	4	3	0	
Trustee - Lg. Juris.	23	16	0	0		7	8	7	1	
Trustee - Sm. Juris.	25	22	1	2		2	7	16	0	
Trustee - Chair.	14	11	1	2		3	5	6	0	
Trustee - Member	68	61	2	7		17	19	28	4	
Trustee - Exper.	23	22	2	0		3	5	11	4	
Trustee - Inexper.	36	29	0	0		10	11	16	0	
County Councillor	30	11	1	4	**	4	9	16	1	
Town and Village	10	31	0	2		1	5	5	0	

** Signifies a difference statistically significant at the .01 level

Table 83

Comparison of Replies for Task F-2

Task: Develop efficient and effective maintenance procedures for educational facilities and grounds	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	9	19	1	13	1	1		6	12	8	2
Trustee	27	54	4	37	4	40		21	18	37	5
Total	36	73	5	50	5	41		27	30	45	7
Supt. - Division	7	9	1	6	0	1		4	6	4	2
Trustee - Division	13	27	2	18	2	15		14	9	14	3
Supt. - County	2	10	0	7	1	0		2	6	4	0
Trustee - County	14	27	2	19	2	25		7	9	23	2
Supt. - Lg. Juris.	2	7	0	2	1	1		4	3	2	0
Supt. - Sm. Juris.	3	5	0	4	0	0		0	4	2	2
Supt. - Exper.	4	9	0	5	0	1		3	6	4	0
Supt. - Inexper.	3	7	1	6	1	0		2	4	3	1
Trustee - Lg. Juris.	9	11	2	8	0	9		8	4	7	1
Trustee - Sm. Juris.	8	21	0	8	2	11		4	5	19	1
Trustee - Chair.	5	7	1	7	0	8		3	4	6	0
Trustee - Member	22	47	3	30	4	32		18	14	13	5
Trustee - Exper.	6	14	1	9	2	15		4	3	11	2
Trustee - Inexper.	13	23	1	14	2	12		10	8	17	1
County Councillor	7	18	1	6	0	14		4	5	14	2
Town and Village	7	8	1	13	2	12		3	4	8	0

advisory capacity or directly.

It would appear as if the establishment of efficient and effective maintenance procedures for educational facilities and grounds is not a task that is clearly agreed upon by respondents as being a responsibility of the superintendent. The majority of respondents in the Downey (1975:113) study reported that this was not a task that was or should be a portion of the superintendent's responsibility area. Hencley (1958) also reported that the matter of the maintenance of facilities and grounds was determined mainly by the board members and secretaries in the school divisions and counties of Alberta. Only 20 percent of the trustees that responded to the Finlay (1961:61) study reported that the conduct of this task was not a responsibility of the provincially appointed superintendent. It is difficult to account for the difference in the Finlay (1961) study and the present one which generally reflects the findings reported by Hencley (1958) and Downey (1976).

Building Needs of the Jurisdiction - Task F-3

As indicated in Tables 84 and 85, the majority of respondents reported that they perceive that the superintendent is involved in estimating and planning for the building needs of the jurisdiction and expect him to do so. Very little support was expressed for independent action on this task by the superintendent with the majority perceiving and expecting action in an advisory capacity. A difference statistically significant at the .05 level was observed between the responses of trustees from large jurisdictions and those from small jurisdictions on both perception and expectation of how

Table 84

Comparison of Replies for Task F-3

Task: Estimate and plan for the building needs of the jurisdiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	39	5	0	0		7	12	19	1	
Trustee	130	22	6	8		11	47	68	4	
Total	169	27	6	8		18	59	87	5	
Supt. - Division	22	2	0	0		3	7	12	0	
Trustee - Division	58	12	4	3		7	26	23	2	
Supt. - County	17	3	0	0		4	5	7	1	
Trustee - County	72	10	2	5		4	21	45	2	
Supt. - Large Juris.	10	3	0	0		2	4	3	1	
Supt. - Small Juris.	11	1	0	0		1	4	6	0	
Supt. - Exper.	19	0	0	0		6	5	8	0	
Supt. - Inexper.	15	3	0	0		1	6	8	0	
Trustee - Lg. Juris.	33	4	1	1		6	18	9	0	*
Trustee - Sm. Juris.	40	7	2	1		2	13	24	1	
Trustee - Chair.	24	1	1	2		3	12	9	0	
Trustee - Member	106	21	5	6		8	35	59	4	
Trustee - Exper.	38	7	2	0		2	15	17	4	
Trustee - Inexper.	54	7	3	1		6	17	31	0	
County Councillor	38	3	1	4		2	10	25	1	
Town and Village	33	7	1	2		2	11	19	1	

* Signifies a difference statistically significant at the .05 level

Table 85

Comparison of Replies for Task F-3

Task: Estimate and plan for the building needs of the jurisdiction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	22	18	0	3	1	0		7	13	18	2	
Trustee	39	80	3	10	1	33		13	40	63	3	
Total	61	98	3	13	2	33		20	53	81	5	
Supt. - Division	15	7	0	2	0	0		3	7	11	1	
Trustee - Division	18	40	2	6	1	11		6	24	26	2	
Supt. - County	7	11	0	1	1	0		4	6	7	1	
Trustee - County	21	40	1	5	0	22		7	16	37	1	
Supt. - Lg. Juris.	7	3	0	2	1	0		2	4	3	1	
Supt. - Sm. Juris.	7	5	0	0	0	0		1	5	5	1	
Supt. - Exper.	10	8	0	1	0	0		6	5	7	0	
Supt. - Inexper.	7	9	0	1	1	0		1	6	9	0	
Trustee - Lg. Juris.	12	17	0	2	0	8		7	15	8	0	*
Trustee - Sm. Juris.	10	26	1	3	1	9		3	10	23	0	
Trustee - Chair.	5	16	0	1	0	6		3	9	10	0	
Trustee - Member	34	64	3	9	1	27		10	31	53	3	
Trustee - Exper.	12	21	1	1	1	11		4	12	16	1	
Trustee - Inexper.	16	31	2	5	0	11		5	14	28	0	
County Councillor	8	21	1	2	0	14		4	5	20	0	
Town and Village	12	19	0	3	0	9		3	11	16	1	

* Signifies a difference statistically significant at the .05 level

this task was to be performed. Trustees from small jurisdictions reported that they perceive and expect the superintendent to perform this task in an advisory capacity. Trustees from large jurisdictions tended to perceive and expect action to be taken at the direction of the board. This difference may be explained partially by the observation that in small jurisdictions trustees may be more involved in operational matters such as building needs. The findings of the present study reflect those of Finlay (1961) and Downey (1976) on this task. One might conclude with some confidence that trustees and superintendents are in agreement that the superintendent is and should be involved in estimating and planning for the buildings needs of the jurisdiction and that this action should be in an advisory capacity.

Selecting Suitable School Sites - Task F-4

The task of selecting suitable school sites is dealt with in Tables 86 and 87. As the data in these tables indicate, there is not general agreement among respondents as to whether or not this task is, or should be, performed by the superintendent. A significant number of respondents either indicated that they did not know if this task was being performed by the superintendent or chose not to respond. Considering the number of school sites selected in Alberta counties and divisions in past years, such a response is understandable. With a declining student enrollment in rural Alberta, the number of new sites being required is very limited. However, where such an action is necessary, it is clear that respondents perceive and expect the superintendent to act in an advisory capacity. No statistically significant differences were observed in the responses of respondent

Table 86

Comparison of Replies for Task F-4

Task: Select suitable school sites	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	26	15	3	0		1	5	20	0	
Trustee	67	68	20	11		7	13	46	1	
Total	93	83	23	11		8	18	66	1	
Supt. - Division	12	10	2	0		0	1	11	0	
Trustee - Division	31	29	11	6		3	8	20	0	
Supt. - County	14	5	1	0		1	4	9	0	
Trustee - County	36	39	9	5		4	5	26	1	
Supt. - Large Juris.	10	3	0	0		0	2	8	0	
Supt. - Small Juris.	6	4	2	0		0	1	5	0	
Supt. - Exper.	11	7	1	0		1	1	9	0	
Supt. - Inexper.	11	7	0	0		0	4	7	0	
Trustee - Lg. Juris.	23	14	2	0		2	10	11	0	
Trustee - Sm. Juris.	15	24	8	3		1	2	12	0	
Trustee - Chair.	13	6	5	4		1	3	9	0	
Trustee - Member	54	62	15	7		6	10	37	1	
Trustee - Exper.	21	20	4	2		1	4	15	1	
Trustee - Inexper.	25	31	9	0		3	6	16	0	
County Councillor	20	18	4	4		1	4	14	1	
Town and Village	15	21	5	2		3	1	11	0	

Table 87

Comparison of Replies for Task F-4

Task: Select suitable school sites	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	15	19	2	3	1	4		1	6	27	0	
Trustee	23	50	14	31	4	44		6	18	49	0	
Total	38	69	16	34	5	48		7	24	76	0	
Supt. - Division	8	9	1	2	0	4		0	2	15	0	
Trustee - Division	12	29	6	15	1	14		1	13	26	0	
Supt. - County	7	10	1	1	1	0		1	4	12	0	
Trustee - County	11	21	8	16	3	30		5	5	23	0	
Supt. - Lg. Juris.	8	2	0	2	1	0		0	2	8	0	
Supt. - Sm. Juris.	5	5	1	0	0	1		0	1	10	0	
Supt. - Exper.	4	11	1	0	0	3		1	2	12	0	
Supt. - Inexper.	7	7	1	2	1	0		0	4	10	0	
Trustee - Lg. Juris.	9	12	3	7	0	8		2	11	9	0	
Trustee - Sm. Juris.	5	16	4	8	3	14		2	4	15	0	
Trustee - Chair.	4	12	1	4	0	7		1	3	12	0	
Trustee - Member	19	38	13	27	4	37		5	15	37	0	
Trustee - Exper.	8	17	4	4	1	13		1	6	18	0	
Trustee - Inexper.	8	16	6	16	3	16		2	8	14	0	
County Councillor	3	12	4	9	1	17		1	3	11	0	
Town and Village	7	9	4	7	2	14		4	2	11	0	

groups being compared on either perceptions or expectations.

Efficient Program of Plant Operation - Task F-5

As indicated in Tables 88 and 89, respondents were not in agreement that this task was, or should be, performed by the superintendent. A difference statistically significant at the .05 level was observed among the responses of superintendents from large jurisdictions and those from small jurisdictions as to how they perceived this task was being performed. The eight superintendents from small jurisdictions that perceived themselves as performing this task stated that it was conducted in an advisory capacity. Those superintendents from large jurisdictions that perceived themselves as conducting this task were most often likely to perceive independent action. The finding of the present study generally reflects that reported by Downey (1976:113) for this task. One might conclude that a majority of trustees and superintendents do not consider the development of an efficient program of plant operation as a task which clearly belongs within the responsibility area of the superintendent.

Task Area F: Provision and Maintenance of School Facilities

Tasks one to five in Section F of the questionnaire all pertained to the task area of the provision and maintenance of school facilities. As indicated in Tables 80 to 89, the majority of respondents perceived and expected the superintendent to personally perform those tasks dealing with the formulation of policies and planning for jurisdictional needs. For those tasks dealing with the development of procedures for the maintenance of educational facilities and grounds, as well as school plant operations,

Table 88

Comparison of Replies for Task F-5

Task: Develop an efficient program of plant operation	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	24	20	0	0		8	4	12	0	
Trustee	73	58	22	13		25	20	26	2	
Total	97	78	22	13		33	24	38	2	
Supt. - Division	12	12	0	0		4	3	5	0	
Trustee - Division	37	24	8	8		15	9	13	0	
Supt. - County	12	8	0	0		4	1	7	0	
Trustee - County	36	34	14	5		10	11	13	2	
Supt. - Large Juris.	6	7	0	0		4	1	1	0	*
Supt. - Small Juris.	8	4	0	0		0	0	8	0	
Supt. - Exper.	11	8	0	0		3	2	6	0	
Supt. - Inexper.	10	8	0	0		4	2	4	0	
Trustee - Lg. Juris.	20	14	3	2		7	9	4	0	
Trustee - Sm. Juris.	24	15	9	2		6	5	11	2	
Trustee - Chair.	12	10	4	2		3	2	7	0	
Trustee - Member	61	48	18	11		22	18	19	2	
Trustee - Exper.	23	18	4	2		4	5	12	2	
Trustee - Inexper.	29	20	14	2		11	8	11	0	
County Councillor	21	14	7	4		7	6	7	1	
Town and Village	15	20	6	2		3	5	6	1	

* Signifies a difference statistically significant at the .05 level

Table 89

Comparison of Replies for Task F-5

Task: Develop an efficient program of plant operation	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	8	19	3	11	1	2		7	7	13	0
Trustee	18	55	8	29	5	51		26	14	33	0
Total	26	74	11	40	6	53		33	21	46	0
Supt. - Division	6	8	2	6	0	2		3	5	6	0
Trustee - Division	9	32	1	12	2	21		15	11	15	0
Supt. - County	2	11	1	5	1	0		4	2	7	0
Trustee - County	9	23	7	17	3	30		11	3	18	0
Supt. - Lg. Juris.	1	7	0	3	1	1		4	2	2	0
Supt. - Sm. Juris.	3	6	0	3	0	0		0	1	8	0
Supt. - Exper.	4	8	2	3	0	2		2	4	6	0
Supt. - Inexper.	2	9	1	5	1	0		4	3	4	0
Trustee - Lg. Juris.	8	12	2	7	0	10		9	4	6	0
Trustee - Sm. Juris.	6	16	3	7	2	16		7	2	13	0
Trustee - Chair.	1	10	1	8	0	8		2	2	8	0
Trustee - Member	17	45	7	21	5	43		24	12	25	0
Trustee - Exper.	6	16	0	5	2	18		6	3	13	0
Trustee - Inexper.	8	22	7	8	3	17		10	4	16	0
County Councillor	4	13	2	9	0	16		7	0	10	0
Town and Village	5	9	5	8	3	13		3	3	8	0

respondents tended to perceive and expect less involvement by the superintendent. Where involvement was perceived and expected, the role behavior described was generally in an advisory capacity or at the direction of the board. Town and village representatives tended to expect less involvement in the development of policies and procedures for the use of school facilities and maintenance than did county councillors. Trustees from small jurisdictions perceived and expected more control over planning the building needs of the school jurisdiction than did trustees from large jurisdictions. The findings of this study generally reflect those reported by Downey (1976) and Finlay (1961) for the tasks in this task area. One might conclude that for matters dealing with the development of policies affecting the use of facilities and the planning for educational needs, the superintendent is perceived and expected to be personally involved. For tasks dealing with maintenance and operation, personal involvement was not apparent. As a group, superintendents tended to hold perceptions and expectations similar to those expressed by trustees.

Administrative Organization and Structure

In Task Area G, administrative organization and structure, the following tasks were identified and considered.

1. Develop long-range plans for the growth and improvement of the school jurisdiction.

2. Plan the administrative organization for each of the schools in the jurisdiction.

3. Plan the administrative organization of the jurisdiction.

4. Specify the various administrative and supervisory functions within the jurisdiction.

5. Organize local committees for participation in educational planning and activities.

6. Determine the need for changes in jurisdiction policy.

7. Prepare the agenda for board meetings.

8. Provide for the in-service needs of the board.

Develop Long-Range Plans - Task G-1

The task of developing long-range plans for the growth and improvement of the school jurisdiction is dealt with in Tables 90 and 91. As indicated in Table 90, 177, or 84 percent of the total respondents, perceived the superintendent as being personally involved in the conduct of this task. The largest single group reported that they perceive this involvement as being in an advisory capacity. However, a significant number also perceived action as being taken independently or directly. No statistically significant differences were observed between the perceptions of the respondent groups being compared on this task. As indicated by the data included in Table 91, 189, or 90 percent of those that responded, expect the superintendent to personally perform this task. A difference statistically significant at the .01 level was observed between the expectations of trustees and superintendents. The majority of superintendents reported that they strongly agreed that the superintendent should perform this task. The majority of trustees, on the other hand, indicated that they agreed that the superintendent should perform this task. One might conclude that superintendents feel more strongly

Table 90

Comparison of Replies for Task G-1

Task: Develop long-range plans for the growth and improvement of the school jurisdiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	42	2	0	0		10	8	21	3	
Trustee	135	17	6	8		28	46	56	5	
Total	177	19	6	8		38	54	77	8	
Supt. - Division	23	1	0	0		3	4	14	2	
Trustee - Division	61	11	3	2		14	20	25	2	
Supt. - County	19	1	0	0		7	4	7	1	
Trustee - County	74	6	3	6		14	26	31	3	
Supt. - Large Juris.	13	0	0	0		2	4	5	2	
Supt. - Small Juris.	12	0	0	0		4	2	6	0	
Supt. - Exper.	18	1	0	0		4	3	10	1	
Supt. - Inexper.	17	1	0	0		6	4	6	1	
Trustee - Lg. Juris.	35	4	0	0		11	16	7	1	
Trustee - Sm. Juris.	44	4	2	0		8	15	20	1	
Trustee - Chair.	22	3	1	2		4	10	8	0	
Trustee - Member	113	14	5	6		24	36	48	5	
Trustee - Exper.	40	6	1	0		7	13	16	4	
Trustee - Inexper.	51	8	4	2		6	19	26	0	
County Councillor	35	4	1	6		6	10	17	2	
Town and Village	38	2	2	1		8	16	13	1	

Table 91

Comparison of Replies for Task G-1

Task: Develop long-range plans for the growth and improvement of the school jurisdiction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	32	12	0	0	0	0	**	12	8	22	2	
Trustee	52	83	2	0	0	29		28	48	57	2	
Total	94	95	2	0	0	29		40	56	79	4	
Supt. - Division	16	8	0	0	0	0		4	5	14	1	
Trustee - Division	26	39	2	0	0	10		16	24	24	1	
Supt. - County	16	4	0	0	0	0	*	8	3	8	1	
Trustee - County	26	44	0	0	0	19		12	24	33	1	
Supt. - Lg. Juris.	9	4	0	0	0	0		2	4	6	1	
Supt. - Sm. Juris.	9	3	0	0	0	0		4	2	6	0	
Supt. - Exper.	11	8	0	0	0	0		6	3	9	1	
Supt. - Inexper.	15	3	0	0	0	0		6	4	8	0	
Trustee - Lg. Juris.	15	17	0	0	0	7		9	17	6	0	*
Trustee - Sm. Juris.	12	31	1	0	0	5		9	14	21	0	
Trustee - Chair.	8	13	1	0	0	6		4	9	9	0	
Trustee - Member	44	70	1	0	0	23		24	39	48	2	
Trustee - Exper.	17	19	1	0	0	10		7	14	14	1	
Trustee - Inexper.	18	37	0	0	0	10		7	21	26	1	
County Councillor	9	23	0	0	0	14		5	6	20	1	*
Town and Village	16	21	0	0	0	6		7	18	12	0	

* Signifies a difference statistically significant at the .05 level
** Signifies a difference statistically significant at the .01 level

about the necessity of their involvement in this task than do trustees. This difference in expectation was also noted between county superintendents and county trustees which was statistically significant at the .05 level. Differences statistically significant at the .05 level were observed in the expectations of how this task should be conducted between trustees from large jurisdictions and those from small jurisdictions, and between county councillors and town and village representatives. Town and village representatives and trustees from large jurisdictions tended to expect direct action, whereas, the other two groups expected action in an advisory capacity. Regardless of the differences observed between the responses of the various respondent groups, one can safely conclude that superintendents and trustees perceive and expect the superintendent to be actively involved in the planning aspect. These findings reflect those reported by Finlay (1961:78) and Downey (1976:113). It is also clear that respondents are not in agreement as to the perceived and expected role behavior. While the single largest group perceived and expected action in an advisory capacity, significant numbers perceived and expected direct or independent action.

Plan the Administrative Organization - Task G-2

From the information provided in Tables 92 and 93, it is clear that the majority of superintendents and trustees which responded to the questionnaire perceive and expect the superintendent to be personally involved in planning the administrative organization of each of the schools in the jurisdiction. Approximately 40 percent of

Table 92

Comparison of Replies for Task G-2

Task: Plan the administrative organization of each of the schools in the jurisdiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	33	11	0	0		7	11	14	1	
Trustee	103	40	14	9		39	21	36	7	
Total	136	51	14	9		46	32	50	8	
Supt. - Division	17	7	0	0		3	6	7	1	
Trustee - Division	47	20	5	5		20	13	11	3	
Supt. - County	16	4	0	0		4	5	7	0	
Trustee - County	56	20	9	4		19	8	25	4	
Supt. - Large Juris.	8	5	0	0		3	2	3	0	
Supt. - Small Juris.	10	2	0	0		0	5	5	0	
Supt. - Exper.	16	3	0	0		3	5	7	1	
Supt. - Inexper.	13	5	0	0		3	5	5	0	
Trustee - Lg. Juris.	23	12	3	1		10	6	5	2	
Trustee - Sm. Juris.	36	9	3	2		14	8	12	2	
Trustee - Chair.	19	4	3	2		6	7	5	1	
Trustee - Member	84	36	11	7		33	14	31	6	
Trustee - Exper.	29	14	2	2		14	7	5	3	
Trustee - Inexper.	40	17	8	0		12	6	20	2	
County Councillor	27	9	6	4		5	5	14	3	
Town and Village	28	11	3	1		13	3	11	1	

Table 93

Comparison of Replies for Task G-2

Task: Plan the administrative organization of each of the schools in the jurisdiction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	20	15	1	4	3	1		11	10	13	1	
Trustee	31	67	7	19	2	40		33	22	40	3	
Total	51	82	8	23	5	41		44	32	53	4	
Supt. - Division	12	7	0	2	2	1		4	7	7	1	
Trustee - Division	12	31	4	13	1	16		16	11	13	3	
Supt. - County	8	8	1	2	1	0		7	3	6	0	
Trustee - County	19	36	3	6	1	24		17	11	27	0	
Supt. - Lg. Juris.	4	4	0	1	3	1		4	2	2	0	
Supt. - Sm. Juris.	7	4	1	0	0	0		2	4	5	0	
Supt. - Exper.	10	7	0	1	0	1		4	5	7	1	
Supt. - Inexper.	7	6	0	3	2	0		6	4	3	0	
Trustee - Lg. Juris.	8	14	2	6	0	9		8	5	7	2	
Trustee - Sm. Juris.	7	25	2	4	1	11		12	7	13	0	
Trustee - Chair.	3	15	0	3	0	7		6	6	7	0	
Trustee - Member	28	52	7	16	2	33		27	16	33	3	
Trustee - Exper.	10	17	0	6	1	13		14	6	4	3	
Trustee - Inexper.	12	27	5	8	1	12		9	8	23	0	
County Councillor	5	21	0	3	1	16		5	5	17	0	
Town and Village	13	15	3	3	0	9		11	6	10	1	

the total respondents perceived and expected the superintendent to perform in an advisory role for this task. Independent action and action under board direction were, however, perceived and expected by 36 and 24 percent respectively. No statistically significant differences were observed between the respondent groups being compared on this task. One can conclude, as did Finlay (1961:83), that superintendents and trustees want "superintendent participation, or at least his professional advice in regard to this task."

Plan the Administrative Organization of the Jurisdiction - Task G-3

The task of planning the administrative organization of the jurisdiction is dealt with in Tables 94 and 95. The majority of superintendents and trustees perceived the superintendent as personally performing this task. Although the single largest group reported that they perceived that action was taken in an advisory capacity, a significant number perceived that action was taken either directly or independently. As indicated in Table 95, a difference statistically significant at the .01 level was observed between the expectations of superintendent and trustees and between divisional superintendents and divisional trustees. The majority of trustees indicated that they agreed that the superintendent should perform this task. However, the majority of superintendents strongly agreed with this expectation. It would appear as if superintendents feel more strongly than do trustees that the superintendent should be personally involved in this task. A difference statistically significant at the .05 level was observed in the expectations of experienced and inexperienced trustees as to how the superintendent should perform

Table 94

Comparison of Replies for Task G-3

Task: Plan the administrative organization of the jurisdiction	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	42	2	0	0		10	11	20	1
Trustee	125	28	5	8		32	38	52	3
Total	167	30	5	8		42	49	72	4
Supt. - Division	22	2	0	0		4	6	12	0
Trustee - Division	61	12	1	3		15	19	26	1
Supt. - County	20	0	0	0		6	5	8	1
Trustee - County	64	16	4	5		17	19	26	2
Supt. - Large Juris.	13	0	0	0		2	3	7	1
Supt. - Small Juris.	12	0	0	0		2	5	5	0
Supt. - Exper.	17	2	0	0		4	6	7	0
Supt. - Inexper.	18	0	0	0		5	4	9	0
Trustee - Lg. Juris.	32	7	0	0		13	15	4	0
Trustee - Sm. Juris.	38	9	1	2		11	11	15	1
Trustee - Chair.	20	5	1	2		5	9	6	0
Trustee - Member	105	23	4	6		27	29	46	3
Trustee - Exper.	34	12	1	0		11	10	11	2
Trustee - Inexper.	52	10	3	0		8	17	26	1
County Councillor	34	6	2	4		8	10	15	1
Town and Village	29	10	2	2		8	9	11	1

Table 95

Comparison of Replies for Task G-3

Task: Plan the administrative organization of the jurisdiction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	29	14	0	0	0	1	**	13	11	18	1	
Trustee	38	81	9	8	0	30		29	35	52	3	
Total	67	95	9	8	0	31		42	46	70	4	
Supt. - Division	18	5	0	0	0	1	**	6	6	11	0	
Trustee - Division	20	41	2	4	0	10		12	20	26	3	
Supt. - County	11	9	0	0	0	0		7	5	7	1	
Trustee - County	18	40	7	4	0	20		17	15	26	0	
Supt. - Lg. Juris.	8	5	0	0	0	0		4	3	5	1	
Supt. - Sm. Juris.	9	3	0	0	0	0		2	6	4	0	
Supt. - Exper.	12	6	0	0	0	1		5	5	8	0	
Supt. - Inexper.	12	6	0	0	0	0		6	5	7	0	
Trustee - Lg. Juris.	12	17	1	3	0	6		10	12	5	2	
Trustee - Sm. Juris.	8	27	4	3	0	8		12	9	16	0	
Trustee - Chair.	5	13	0	4	0	6		5	7	7	0	
Trustee - Member	33	68	9	4	0	24		24	28	45	3	
Trustee - Exper.	12	21	0	3	0	11		11	8	11	3	*
Trustee - Inexper.	14	32	7	2	0	10		6	15	26	0	
County Councillor	7	25	1	0	0	13		8	8	16	0	
Town and Village	10	15	6	4	0	8		8	7	10	0	

* Signifies a difference statistically significant at the .05 level
** Signifies a difference statistically significant at the .01 level

this task. Inexperienced trustees were more often inclined to expect the superintendent to act in an advisory capacity than were experienced trustees. It may be that inexperienced trustees expect to be more heavily involved in administrative matters. Experienced trustees, on the other hand, may expect the superintendent to engage in this level of planning. As with the previous task, one can conclude that superintendents and trustees want and expect the personal involvement of the superintendent in this task. It would also appear as if superintendents feel more strongly about the need for this involvement than do trustees.

Administrative and Supervisory Functions - Task G-4

The majority of respondents reported that they perceive and expect the superintendent to be personally involved in specifying the various administrative and supervisory functions within the jurisdiction. As indicated in Table 96, a difference statistically significant at the .05 level was observed between the perceptions of superintendents and trustees as to whether the superintendent personally performs this task. Of the 44 superintendents that responded, 100 percent perceived themselves as personally conducting this task. Approximately 26 percent of the trustees did not perceive the superintendent as being involved personally. A difference statistically significant at the .05 level was also observed between the perceptions of trustees from large jurisdictions and those from small jurisdictions as to how the task was conducted. Greater numbers of trustees from small jurisdictions were inclined to perceive action as being taken in an advisory capacity to the board. As indicated in

Table 96

Comparison of Replies for Task G-4

Task: Specify the various administrative and supervisory functions within the jurisdiction	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	44	0	0	0	*	13	16	14	1	
Trustee	122	17	13	14		36	42	44	0	
Total	166	17	13	14		49	58	58	1	
Supt. - Division	24	0	0	0		6	8	9	1	
Trustee - Division	57	8	4	8		20	19	19	0	
Supt. - County	20	0	0	0		7	8	5	0	
Trustee - County	65	9	9	6		16	23	25	0	
Supt. - Large Juris.	13	0	0	0		5	4	4	0	
Supt. - Small Juris.	12	0	0	0		2	6	4	0	
Supt. - Exper.	19	0	0	0		4	7	7	1	
Supt. - Inexper.	18	0	0	0		7	7	4	0	
Trustee - Lg. Juris.	33	4	1	1		12	16	4	0	*
Trustee - Sm. Juris.	36	5	4	5		12	10	15	0	
Trustee - Chair.	22	2	1	3		7	9	6	0	
Trustee - Member	100	15	12	11		29	33	38	0	
Trustee - Exper.	33	8	3	3		9	9	15	0	
Trustee - Inexper.	50	6	7	2		13	21	17	0	
County Councillor	35	2	4	5		8	13	13	0	
Town and Village	29	7	5	2		7	10	12	0	

* Signifies a difference statistically significant at the .05 level

Table 97, a difference statistically significant at the .05 level was observed between the expectations of superintendents and trustees for the superintendent's conduct of this task. As with the previous three tasks, superintendents were more likely to strongly agree. It is clear that superintendents and trustees perceive and expect the superintendent to be personally involved in specifying the various administrative and supervisory functions within the school jurisdiction. Superintendents were more likely to express a strong expectation for this activity than were trustees. No single role behavior was clearly perceived or expected by respondents. It would appear as if role behavior is determined by local circumstances and not specifically by the demographic factors identified for consideration in this study.

Organize Local Committees - Task G-5

The task of organizing local committees for participation in educational planning and activities is dealt with in Tables 98 and 99. As indicated in Table 98, the majority of trustees that responded did not perceive the superintendent as personally performing this task. A difference statistically significant at the .01 level was observed between superintendents and trustees, and between county superintendents and county trustees. Seventy percent of the superintendents perceived themselves as conducting this task. This perception was not shared by the trustees. This was particularly evident in counties where a difference statistically significant at the .01 level was observed. As indicated in Table 99, the majority of respondents expected the superintendent to perform this task. A

Table 97

Comparison of Replies for Task G-4

Task: Specify the various administrative and supervisory functions within the jurisdiction	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	26	18	0	0	0	0	*	20	13	10	1	
Trustee	35	81	6	4	1	39		36	33	47	0	
Total	61	99	6	4	1	39		56	46	57	1	
Supt. - Division	15	9	0	0	0	0		11	6	6	1	
Trustee - Division	18	38	2	2	1	16		17	19	20	0	
Supt. - County	11	9	0	0	0	0		9	7	4	0	
Trustee - County	17	43	4	2	0	23		19	14	27	0	
Supt. - Lg. Juris.	7	6	0	0	0	0		9	3	1	0	
Supt. - Sm. Juris.	9	3	0	0	0	0		4	4	4	0	
Supt. - Exper.	9	10	0	0	0	0		7	6	5	1	
Supt. - Inexper.	12	6	0	0	0	0		10	5	3	0	
Trustee - Lg. Juris.	12	15	1	2	0	9		11	12	5	0	
Trustee - Sm. Juris.	8	26	3	0	1	12		14	7	15	0	
Trustee - Chair.	6	14	0	1	0	7		8	8	5	0	
Trustee - Member	29	67	6	3	1	32		28	25	42	0	
Trustee - Exper.	11	17	0	2	1	16		13	6	11	0	
Trustee - Inexper.	12	36	4	1	0	12		11	15	22	0	
County Councillor	5	26	0	0	0	15		9	7	15	0	
Town and Village	11	17	4	2	0	9		9	7	12	0	

* Signifies a difference statistically significant at the .05 level

Table 98

Comparison of Replies for Task G-5

Task: Organize local committees for participation in educational planning and activities	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	31	13	0	0	**	15	4	11	1	
Trustee	62	69	23	14		21	21	18	2	
Total	93	82	23	14		36	25	29	3	
Supt. - Division	15	9	0	0		6	2	6	1	
Trustee - Division	31	31	9	6		8	10	11	2	
Supt. - County	16	4	0	0	**	9	2	5	0	
Trustee - County	31	38	14	6		13	11	7	0	
Supt. - Large Juris.	8	5	0	0		5	1	2	0	
Supt. - Small Juris.	11	1	0	0		4	2	5	0	
Supt. - Exper.	13	6	0	0		3	3	6	1	
Supt. - Inexper.	14	4	0	0		8	1	5	0	
Trustee - Lg. Juris.	15	17	5	2		4	7	3	1	
Trustee - Sm. Juris.	16	21	10	3		5	5	6	0	
Trustee - Chair.	10	15	1	2		1	5	4	0	
Trustee - Member	52	54	22	12		20	16	14	2	
Trustee - Exper.	18	21	6	2		7	4	7	0	
Trustee - Inexper.	23	31	10	1		7	9	6	1	
County Councillor	16	19	6	5		6	5	5	0	
Town and Village	15	19	7	2		7	6	2	0	

** Signifies a difference statistically significant at the .01 level

Table 99

Comparison of Replies for Task G-5

Task: Organize local committees for participation in educational planning and activities.	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	18	17	2	4	0	3	*	15	6	11	3	
Trustee	20	56	15	22	4	32		21	27	26	2	
Total	38	73	17	26	4	35		36	33	37	5	
Supt. - Division	9	9	1	3	0	2		6	3	6	3	
Trustee - Division	10	29	8	11	1	18		7	15	16	1	
Supt. - County	9	8	1	1	0	1		9	3	5	0	
Trustee - County	10	27	7	11	3	31		14	12	10	1	
Supt. - Lg. Juris.	4	4	1	2	0	2		5	2	1	0	
Supt. - Sm. Juris.	8	4	0	0	0	0		4	3	4	1	
Supt. - Exper.	6	8	0	3	0	2		3	3	6	2	
Supt. - Inexper.	8	8	2	0	0	0		8	3	5	0	
Trustee - Lg. Juris.	5	9	6	7	2	10		5	6	4	0	
Trustee - Sm. Juris.	5	15	0	5	2	17		6	7	6	1	
Trustee - Chair.	1	11	2	4	1	9		3	5	4	0	
Trustee - Member	19	45	13	18	3	23		18	22	22	2	
Trustee - Exper.	8	15	3	1	1	19		8	7	7	1	
Trustee - Inexper.	7	22	7	12	2	15		7	11	11	0	
County Councillor	4	12	2	6	1	11		6	4	6	0	
Town and Village	6	14	5	5	2	11		8	7	4	1	

* Signifies a difference statistically significant at the .05 level

difference statistically significant at the .05 level was observed between the expectations of superintendents and trustees. Once again, superintendents indicated a strong expectation for their involvement in the conduct of this task. No single role behavior was clearly perceived or expected by respondents. It is difficult to explain the difference in perceptions and expectations between superintendents and trustees on the superintendent's involvement in the conduct of this task. It is clear that the majority of superintendents believe that they are performing this task and expect to do so. It would appear as if trustees do not view the superintendent as performing this task or do not view his participation as necessary. This observation was also reported by Finlay (1961:83) in his study on board expectations for the role of the provincially appointed superintendent. Finlay noted that this was the only task in which "there was any sizeable group who felt that this was not a responsibility of the superintendent."

Change in Jurisdiction Policy - Task G-6

Respondents clearly indicated that they perceive and expect the superintendent to be personally involved in determining the need for changes in jurisdiction policy. It was also clear that the single largest group of respondents perceived and expected that the superintendent's involvement was of an advisory nature. However, a significant number also perceived and expected action to be taken at the direction of the board or independently. A difference statistically significant at the .05 level was observed between the expectations of divisional trustees and divisional superintendents. Divisional superintendents were most likely to state that they

strongly agreed with the expectation that they should be involved. Divisional trustees were more likely to agree. From the information presented in Tables 100 and 101, one can conclude that superintendents and trustees from school divisions and counties perceive and expect the superintendent to perform this task. Although a definite preference was indicated for an advisory role, there was considerable support for a direct or an independent role. The strong support for superintendent involvement was reported in the Downey (1976:114) study where 54 percent of the respondents perceived the superintendent as conducting this task and 82 percent expected involvement.

Agenda for Board Meetings - Task G-7

The task of preparing the agenda for board meetings is dealt with in Tables 102 and 103. It is clear from the information provided in these tables that the respondents perceived and expected the superintendent to be personally involved in an independent manner in preparing the agenda. No statistically significant differences were noted between the respondent groups being compared on this task. It is interesting to note that the eight superintendents who reported that they did not conduct this task were from school divisions. Since there is not a municipal function in school divisions, it may be that this task is delegated to the secretary-treasurer. One can conclude that superintendents and trustees are in agreement that the preparation of the agenda for board meetings is a task which requires the superintendent's personal involvement.

In-service of the Board - Task G-8

As indicated in Tables 104 and 105, the majority of respondents

Table 100

Comparison of Replies for Task G-6

Task:Determine the need for changes in jurisdiction policy	Perceptions of the Role Behavior of Superintendents								
	Does					How			
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response
Superintendent	44	0	0	0		14	10	19	1
Trustee	142	11	4	9		24	47	68	3
Total	186	11	4	9		38	57	87	4
Supt. - Division	24	0	0	0		8	6	9	1
Trustee - Division	67	5	2	3		10	24	32	1
Supt. - County	20	0	0	0		6	4	10	0
Trustee - County	75	6	2	6		14	23	36	2
Supt. - Large Juris.	13	0	0	0		2	4	6	1
Supt. - Small Juris.	12	0	0	0		6	1	5	0
Supt. - Exper.	19	0	0	0		6	5	8	0
Supt. - Inexper.	18	0	0	0		5	4	8	0
Trustee - Lg. Juris.	35	2	2	0		7	19	9	0
Trustee - Sm. Juris.	45	3	0	2		9	17	18	1
Trustee - Chair.	23	2	1	2		4	12	7	0
Trustee - Member	119	9	3	7		20	35	61	3
Trustee - Exper.	41	4	2	0		6	15	18	2
Trustee - Inexper.	56	7	1	1		6	17	33	0
County Councillor	37	3	1	5		3	14	19	1
Town and Village	37	3	1	2		10	9	17	1

Table 101

Comparison of Replies for Task G-6

Task: Determine the need for changes in jurisdiction policy	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	28	16	0	0	0	0		15	8	19	2	
Trustee	46	82	1	1	1	35		26	39	63	0	
Total	74	98	1	1	1	35		41	47	82	2	
Supt. - Division	17	7	0	0	0	0	*	9	4	9	2	
Trustee - Division	23	42	1	0	0	11		10	21	33	0	
Supt. - County	11	9	0	0	0	0		6	4	10	0	
Trustee - County	23	40	1	1	0	24		16	18	30	0	
Supt. - Lg. Juris.	8	5	0	0	0	0		3	3	6	1	
Supt. - Sm. Juris.	9	3	0	0	0	0		5	1	5	1	
Supt. - Exper.	14	5	0	0	0	0		7	3	9	0	
Supt. - Inexper.	9	9	0	0	0	0		5	4	8	1	
Trustee - Lg. Juris.	11	19	0	1	0	8		9	10	10	0	
Trustee - Sm. Juris.	13	27	0	0	1	9		9	15	17	0	
Trustee - Chair.	6	16	0	0	0	7		3	12	8	0	
Trustee - Member	40	66	1	1	1	28		23	27	55	0	
Trustee - Exper.	14	20	0	1	0	12		8	10	16	0	
Trustee - Inexper.	17	34	1	0	1	12		7	13	31	0	
County Councillor	11	19	0	0	0	16		7	6	17	0	
Town and Village	11	21	0	1	1	9		8	12	13	0	

* Signifies a difference statistically significant at the .05 level

Table 102

Comparison of Replies for Task G-7

Task: Prepare the agenda for board meetings	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	36	8	0	0		23	7	6	0	
Trustee	129	25	2	10		72	26	28	3	
Total	165	33	2	10		95	33	34	3	
Supt. - Division	16	8	0	0		11	4	1	0	
Trustee - Division	56	16	0	5		38	12	5	1	
Supt. - County	20	0	0	0		12	3	5	0	
Trustee - County	73	9	2	5		34	14	23	2	
Supt. - Large Juris.	13	0	0	0		7	3	3	0	
Supt. - Small Juris.	9	3	0	0		6	1	2	0	
Supt. - Exper.	14	5	0	0		8	4	2	0	
Supt. - Inexper.	16	2	0	0		12	1	3	0	
Trustee - Lg. Juris.	35	2	1	1		17	11	8	0	
Trustee - Sm. Juris.	36	12	1	1		15	8	12	1	
Trustee - Chair.	19	7	0	2		10	5	3	1	
Trustee - Member	110	18	2	8		62	21	25	2	
Trustee - Exper.	36	8	1	2		14	11	9	2	
Trustee - Inexper.	57	6	1	1		36	9	12	0	
County Councillor	37	4	0	5		13	7	16	1	
Town and Village	35	5	2	1		21	6	7	1	

Table 103

Comparison of Replies for Task G-7

Task: Prepare the agenda for board meetings	Expectations for the Role Behavior of Superintendents											
	Should							How				
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response	
Superintendent	22	17	2	2	0	1		22	7	8	2	
Trustee	46	71	3	14	0	32		55	28	28	6	
Total	68	88	5	16	0	33		77	35	36	8	
Supt. - Division	13	7	1	2	0	1		11	5	3	1	
Trustee - Division	23	31	2	8	0	13		28	12	10	4	
Supt. - County	9	10	1	0	0	0		11	2	5	1	
Trustee - County	23	40	1	6	0	19		27	16	18	2	
Supt. - Lg. Juris.	6	7	0	0	0	0		7	2	3	1	
Supt. - Sm. Juris.	7	3	1	1	0	0		5	1	3	1	
Supt. - Exper.	9	8	0	1	0	1		8	5	4	0	
Supt. - Inexper.	8	7	2	1	0	0		11	1	3	0	
Trustee - Lg. Juris.	14	17	0	2	0	6		12	10	7	2	
Trustee - Sm. Juris.	10	24	1	7	0	8		15	9	11	0	
Trustee - Chair.	5	11	2	4	0	6		11	5	1	0	
Trustee - Member	41	60	1	10	0	26		44	23	27	6	
Trustee - Exper.	14	18	0	3	0	12		13	9	7	3	
Trustee - Inexper.	23	27	1	5	0	9		24	13	11	2	
County Councillor	10	22	1	1	0	12		12	7	11	2	
Town and Village	13	17	0	5	0	8		15	8	7	0	

Table 104

Comparison of Replies for Task G-8

Task: Provide for the in-service needs of the board	Perceptions of the Role Behavior of Superintendents									
	Does					How				
	Yes	No	Don't Know	No Response		Independently	Directly	Advisory	No Response	
Superintendent	35	9	0	0		3	8	24	0	*
Trustee	121	32	5	8		25	41	48	7	
Total	156	41	5	8		28	49	52	7	
Supt. - Division	19	5	0	0		1	4	14	0	
Trustee - Division	59	12	2	4		13	19	23	4	
Supt. - County	16	4	0	0		2	4	10	0	
Trustee - County	62	20	3	4		12	22	29	3	
Supt. - Large Juris.	11	2	0	0		1	2	8	0	
Supt. - Small Juris.	10	2	0	0		0	1	9	0	
Supt. - Exper.	15	4	0	0		2	1	12	0	
Supt. - Inexper.	15	3	0	0		1	6	8	0	
Trustee - Lg. Juris.	29	9	1	0		5	13	11	0	
Trustee - Sm. Juris.	38	8	2	2		11	15	10	2	
Trustee - Chair.	18	6	2	2		5	8	5	0	
Trustee - Member	103	26	3	6		20	33	43	7	
Trustee - Exper.	33	9	3	2		3	13	11	6	
Trustee - Inexper.	48	15	2	0		11	18	18	1	
County Councillor	35	5	2	4		6	13	15	1	
Town and Village	26	15	1	1		6	8	10	2	

* Signifies a difference statistically significant at the .05 level

Table 105

Comparison of Replies for Task G-8

Task: Provide for the in-service needs of the board	Expectations for the Role Behavior of Superintendents										
	Should							How			
	SA	A	U	D	SD	No Response		Independently	Directly	Advisory	No Response
Superintendent	19	19	3	0	0	3		4	9	25	0
Trustee	38	80	4	9	1	34		21	43	47	7
Total	57	99	7	9	1	37		25	52	72	7
Supt. - Division	12	9	1	0	0	2		1	6	14	0
Trustee - Division	19	41	3	3	0	11		10	20	26	4
Supt. - County	7	10	2	0	0	1		3	3	11	0
Trustee - County	19	39	1	6	1	23		11	23	21	3
Supt. - Lg. Juris.	5	7	0	0	0	1		1	3	8	0
Supt. - Sm. Juris.	6	5	0	0	0	1		1	0	10	0
Supt. - Exper.	8	8	2	0	0	1		2	3	11	0
Supt. - Inexper.	7	10	1	0	0	0		1	6	10	0
Trustee - Lg. Juris.	9	17	2	4	0	7		3	10	12	2
Trustee - Sm. Juris.	11	27	1	2	0	9		10	17	9	2
Trustee - Chair.	4	14	0	3	0	7		4	10	3	0
Trustee - Member	34	66	4	6	1	27		17	33	44	7
Trustee - Exper.	12	18	2	2	0	13		4	13	9	4
Trustee - Inexper.	18	29	1	4	1	12		9	18	18	2
County Councillor	9	22	0	1	0	14		5	12	12	2
Town and Village	9	17	1	5	1	10		6	10	9	1

perceived and expected the superintendent to be personally involved in providing for the in-service needs of the board. While the single largest group of respondents perceived an advisory role, approximately 50 percent supported a direct or independent role. A difference statistically significant at the .05 level was observed in the perceptions of trustees and superintendents of the role behavior employed. Superintendents were more likely to perceive an advisory role whereas trustees often perceived an independent or a direct role. No other statistically significant differences were observed between the expectations and perceptions of the respondent groups being compared.

Task Area G: Administrative Organization and Structure

Tasks one to eight in Section G of the questionnaire all pertained to the task area of administrative organization and structure. As indicated in Tables 90 to 105, the majority of superintendents reported that they perceive and expect to be personally involved in all of the tasks which comprised this task area. The majority of trustees also reported that they perceive and expect the superintendent to be personally involved in all of the tasks identified in this task area with the exception of Task G-5 which dealt with the organization of local committees for participation in educational planning and activities. For those tasks dealing with planning and specifying administrative and supervisory arrangements, superintendents tended to express their expectations for involvement more strongly than did trustees. One can conclude that superintendents perceive that they play a significant role in the task

area of administrative organization and structure and strongly agree they should. Trustees also perceived that the superintendent is personally involved in this task area but are not as strong in their expectation as were superintendents. Trustees appeared to have stronger expectations for the superintendent in the task area of instructional leadership than in the task area of administrative organization and structure. Downey (1976:27) reported that, "Wittingly or unwittingly, under the pressure of his numerous tasks, the typical superintendent is moving away from the educational leader role toward the executive role." The evidence presented in Tables 90 to 105 reflects that fact that superintendents feel strongly about the need to participate in the executive role. With the exception of Task G-7, which dealt with the preparation of the agenda of board meetings, the single largest group of respondents perceived and expected the superintendent to act in an advisory capacity to the board in this task area. However, significant numbers perceived and expected action to be taken either directly or independently. This would tend to indicate that the superintendent's role behavior in Alberta counties and divisions is determined by his experience, training and personal characteristics, as well as local circumstances, rather than by a general consensus throughout the province. This would appear to support the need for boards to develop policies which would define the role and responsibility of the superintendent.

Relative Importance of the Administrative Functions

In order to determine the respondents' opinions of the relative

importance of the seven administrative functions, or task areas, which were utilized in this study, respondents were asked to rank them from 1 to 7 in the order in which they considered them to be important. The number "1" was to be placed by the function they considered most important, "2" by the next most important, and so forth.

Rankings

Table 106 illustrates the median ranks assigned by superintendents, trustees, and total respondents. Both superintendents and trustees ranked instructional leadership as the most important function of the superintendent. Selection and management of staff personnel was ranked second and administrative organization and structure third in importance. Pupil personnel was ranked fourth. Superintendents ranked the administrative function of business and finance as fifth while trustees ranked this function as sixth. On the other hand, trustees ranked public relations as fifth and superintendents assigned it a ranking of sixth. Both groups ranked the provision and maintenance of school facilities as seventh or last in importance.

It is evident from the information included in Table 106 that superintendents and trustees considered the superintendent's major area of responsibility to be that of instructional leadership. It is also evident that respondents viewed the selection and management of staff personnel, and administrative organization and stucture, as being closely related to instructional leadership and ranked them next in order of importance.

Finlay (1961:97-98) reported that board members ranked the

Table 106

Comparison of Median Ranks

Administrative Functions*	Superintendents Median	Rank	Trustees Median	Rank	Total Median	Rank
A	1.10	1	1.23	1	1.28	1
B	2.28	2	2.85	2	2.74	2
C	4.41	4	3.90	4	4.02	4
D	5.05	5	5.21	6	5.17	6
E	5.38	6	5.08	5	5.03	5
F	6.69	7	6.58	7	6.60	7
G	2.94	3	3.28	3	3.16	3

* Administrative Functions:

A. Instructional Leadership
B. Selection and Management of Staff Personnel
C. Pupil Personnel
D. Business and Finance
E. Public Relations
F. Provision and Maintenance of School Facilities
G. Administrative Organization and Structure

NOTE: The medians and rankings listed in Table 102 were calculated from the statistics included in the tables contained in Appendix 5.

administrative functions of instructional leadership and the selection and management of staff personnel, respectively, as the two most important functions of the provincially appointed superintendent. However, respondents to the Finlay (1961:98) study ranked "school finance last by a wide margin." Respondents to the present study assigned this function a higher ranking and placed the provision and maintenance of school facilities as last. Finlay (1961:98) observed, "Were the superintendent the chief executive officer of the board, expectations for his assuming a leadership role in the management of school finances would doubtless be higher." The present study indicates that this might be becoming the case.

Chief Executive Officer

In order to ascertain the perceptions and expectations of superintendents and trustees as to the role of the superintendent as chief executive officer, respondents were asked to indicate if the superintendent was designated as the chief executive officer and whether they believed he should be. Table 107 illustrates the responses of the respondents.

Conclusions

It is evident from the information provided in Table 107 that divisional superintendents and trustees perceived and expected that the superintendent should be designated as the chief executive officer of the jurisdiction. In Alberta counties, approximately one-half of the superintendents and trustees perceived the superintendent as being designated as the chief executive officer. However, nearly all of the

Table 107

The Superintendent as Chief Executive Officer

1. Is the superintendent designated as the chief executive officer?		Yes	No	Total
Superintendent		30	14	44
Trustee		111	48	159
Superintendent	(County)	12	12	24
Trustee	(County)	43	42	85
Superintendent	(Division)	18	2	20
Trustee	(Division)	68	6	74
Superintendent	(County)	12	12	24
Superintendent	(Division)	18	2	20
Trustee	(County)	43	42	85
Trustee	(Division)	68	6	74

2. Should the superintendent be designated as the chief executive officer?		Yes	No	Total
Superintendent		41	2	43
Trustee		127	30	157
Superintendent	(County)	22	1	23
Trustee	(County)	57	26	83
Superintendent	(Division)	19	1	20
Trustee	(Division)	70	4	74
Superintendent	(County)	22	1	23
Superintendent	(Division)	19	1	20
Trustee	(County)	57	26	83
Trustee	(Division)	70	4	74

county superintendents and two-thirds of the trustees expected the superintendent to be designated as the chief executive offcer. The superintendents that responded to the questionnaire were nearly unanimous in expressing the view that the superintendent should be designated as the chief executive officer. One may conclude that there is general agreement among trustees and superintendents that the superintendent should perform the role of chief executive officer. County trustees may tend to perceive that the reeve is the chief executive officer of the county and as a result may have responded negatively to this item. However, the evidence is not sufficient to definitely state this was the case.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND IMPLICATIONS

Introduction

The purpose of the study was to identify the perceptions held by superintendents and trustees in Alberta school divisions and counties of the role of the locally appointed superintendent of schools and to determine the expectations of these groups for the position. The problem the study sought to answer was: What is, and what should be, the role of the locally appointed superintendent of schools in Alberta school divisions and counties as defined by superintendents and trustees?

To answer the problem, a questionnaire was prepared consisting of 52 tasks which were considered to most adequately define the area of school administration in which the superintendent might be involved. These tasks were grouped under the following headings: 1) instructional leadership, 2) selection and management of staff personnel, 3) pupil personnel, 4) business and finance, 5) public relations, 6) provision and maintenance of school facilities, and 7) administrative organization and structure. Superintendents and trustees representing Alberta school divisions and counties were asked to indicate whether they perceived the superintendent in their jurisdiction as personally performing the task and if they expected him to do so. In addition, respondents were asked to indicate their perceptions and expectations of the superintendent's role by selecting one of the three roles he might play in performing each task. These

were identified as independently, directly or advisory.

In an effort to determine the effect of particular demographic factors on the perceptions and expectations of the role of the superintendent, the responses of the following groups were compared: 1) superintendents with trustees, 2) divisional superintendents with divisional trustees, 3) county superintendents with county trustees, 4) superintendents from large jurisdictions with superintendents from small jurisdictions, 5) experienced superintendents with inexperienced superintendents, 6) trustees from large jurisdictions with trustees from small jurisdictions, 7) chairpersons with school board members, 8) experienced trustees with inexperienced trustees, and 9) county councillors with town and village representative. These responses were also tested to determine if there were any statistically significant differences between any of the paired respondent groups.

The study also attempted to determine the relative importance trustees and superintendents placed on each of the administrative functions or task areas. Respondents were asked to rank order each of the administrative functions in order of importance as a function of the superintendent.

In addition, superintendents and trustees were asked to indicate if the superintendent was designated as the chief executive officer of the jurisdiction and to state their expectations for his appointment to the position.

An attempt was made to determine whether the expectations held by the trustees for the role of the locally appointed superintendent differed from those that were held by trustees for the provincially

appointed superintendent as identified by Finlay in 1961. Some general comparisons were also made with the role of the locally appointed superintendent as described by Downey in 1976.

It will be the main purpose of Chapter 5 to draw some general conclusions from the findings, in an attempt to determine the role of the superintendent as defined by superintendents and trustees, in the light of the perceptions and expectations held by superintendents themselves and the members of one primary counter position--school trustees. In addition certain implications for educational administration will be drawn from the findings and recommendations of this study.

Summary of Findings

Instructional Leadership

1. Superintendents and trustees considered instructional leadership as the most important administrative function of the locally appointed superintendent.

2. The majority of respondents perceived and expected the superintendent to personally perform all of the tasks identified as belonging to this task area.

3. For those tasks that dealt with classroom visitations, conferring with teachers, making provision for in-service activities, evaluating programs of instruction, and planning for new programs; the majority of respondents perceived and expected independent action. Superintendents in particular tended to perceive and expect independent action. Some trustees perceived and expected more

involvement in these tasks and indicated a direct or an advisory role for the superintendent. However, these trustees were in a minority and were most likely to be inexperienced or from a county system.

4. The majority of respondents were also most likely to express a strong expectation for the superintendent's involvement in all of the these tasks identified in this task area.

5. For those tasks which dealt with the development of policies and procedures, and the identification of educational aims and objectives; the majority of respondents tended to perceive and expect a direct or advisory role on the part of the superintendent. The majority of trustees wished to play a significant role in tasks where planning results in the determination of the educational program of the jurisdiction.

Selection and Management of Staff Personnel

1. Superintendents and trustees ranked the selection and management of staff personnel as the second most important administrative function of the locally appointed superintendent.

2. The majority of respondents perceived and expected the superintendent to personally perform all of the tasks identified as belonging to this task area.

3. Superintendents perceived and expected an independent role in the selection and placement of teachers. However, a significant number of trustees, particularly those from small jurisdictions, perceived and expected the superintendent to play a direct or advisory role.

4. The majority of respondents perceived and expected a

greater involvement by trustees in the selection and placement of school system administrators. Direct or advisory action on the part of the superintendent was both perceived and expected.

5. Superintendents and trustees perceived and expected the superintendent to foster positive attitudes among all employees toward the school and the school jurisdiction on his own initiative.

6. The majority of superintendents and trustees perceived and expected the superintendent to recommend the termination of staff. For both certificated and non-certificated staff, the majority of superintendents perceived and expected an independent role. Trustees perceived and expected greater involvement in these tasks and assigned the superintendent a direct or advisory role. This was particularly the case for experienced trustees and those from small jurisdictions.

7. For those tasks dealing with the development of policies and procedures for the promotion of staff, respondents perceived and expected significant trustee involvement with the superintendent assigned a direct or advisory role.

Pupil Personnel

1. Superintendents and trustees considered pupil personnel as the fourth most important administrative function of the locally appointed superintendent.

2. The majority of respondents perceived and expected the superintendent to personally perform all of the tasks identified as belonging to the task area of pupil personnel.

3. For those tasks dealing with the development of policies and procedures in determining admission, evaluation of student

progress, and maintenance of student records; respondents were evenly divided as to what role the superintendent should play. In the case of determining the admission of beginning pupils, trustees and superintendents expressed a greater preference for an advisory role on the part of the superintendent.

4. In the task area of pupil personnel, the majority of respondents perceived and expected the superintendent to act independently of the board in performing those tasks related directly to pupils. For matters of policy and procedure, an advisory role was perceived and expected.

5. County councillors and town and village respresentatives differed at a statistically significant level on the perceptions and expectations of the superintendent's role in developing policies and procedures for the admission of beginning pupils. County councillors tended to perceive an independent or advisory role for the superintendent while the town and village representatives perceived and expected a direct or advisory role.

Business and Finance

1. Superintendents and trustees did not rank the task area of business and finance as a high priority in the role of the locally appointed superintendent.

2. The majority of respondents perceived and expected the superintendent to be personally involved in the preparation and recommendation of the annual budget in an advisory capacity. A statistically significant difference was observed between trustees and superintendents for the role to be played by the superintendent in the

recommendation of the budget. Trustees expressed a strong expectation for an advisory role. Superintendents tended to prefer each of the other roles in greater numbers. County superintendents in particular tended to favor a direct or independent role.

3. The majority of respondents did not perceive or expect a role for the superintendent in the conduct of salary negotiations for certificated staff. Those respondents that indicated the superintendent was or should be involved strongly supported an advisory role.

4. Respondents were evenly divided in their perceptions of the involvement of the superintendent in the salary negotiations for all non-certificated personnel. Respondents generally agreed that if this task was performed it was done in an advisory capacity. Inexperienced superintendents were inclined to indicate that they did not play a role in this task. The majority of experienced superintendents on the other hand, were more likely to perceive their involvement in this activity.

5. The majority of the superintendents did not perceive the superintendent as personally preparing the specifications for the purchase of supplies and materials. Trustees were evenly divided on their perceptions of whether or not the superintendent in their jurisidiction personally performed this task. A number of trustees indicated that they did not know if the superintendent performed this task. Trustees from small jurisdictions were more likely to perceive the superintendent as performing this task than were trustees from large jurisdictions. Respondents who perceived the superintendent as

performing the task indicated that the action was taken in either an independent or advisory role.

Respondents were approximately evenly divided in their expectation for the superintendent in the conduct of this task. No clear preference was stated for the role behavior expected, with the exception of town and village representatives, who expressed a preference for an advisory role.

6. The majority of trustees and superintendents did not perceive or expect the superintendent as being personally involved in the organization of pupil transportation services. In those jurisdictions where respondents perceived and expected the superintendent as conducting the task, a statistically significant difference was noted between superintendents and trustees as to how the task was or should be performed. Trustees tended to perceive or expect the superintendent as acting independently or in an advisory capacity whereas superintendents selected a direct role.

7. The establishment of procedures for the storage, distribution, inventory, maintenance and care of supplies and materials was not perceived or expected by the majority of respondents as a task which was personally performed by the superintendent. Those respondents that expected the superintendent to perform the task expressed a preference for an independent or advisory role.

8. The majority of respondents perceived and expected the superintendent to personally process the requests of principals for materials and supplies in an independent manner. Inexperienced trustees were more likely to perceive an independent role for the

superintendent than were experienced trustees.

9. The provision of monthly statements regarding financial matters by the superintendent was not perceived or expected by the majority of respondents.

Public Relations

1. Trustees and superintendents did not rank public relations high in importance as an administrative function of the superintendent.

2. Respondents perceived and expected the superintendent as personally conducting all of the tasks identified as belonging to this task area.

3. In the area of public relations, the large majority of respondents perceived and expected independent action on the part of the superintendent.

4. A statistically significant difference was observed between the perceptions of superintendents and trustees on the task of giving active support to worthy community efforts. While the majority of trustees were in agreement with superintendents on their perceptions, a significant number stated they did not know if the superintendent personally conducted the task.

Provision and Maintenance of School Facilities

1. Respondents ranked the task area of the provision and maintenance of school facilities as the least important administrative function of the locally appointed superintendent.

2. The majority of respondents perceived and expected the superintendent to be personally involved in estimating and planning for the building needs of the jurisdiction and in developing policies

and procedures for the use of the school facilities by the staff and the community. The largest single group perceived and expected action to be taken in an advisory capacity. Trustees from large jurisdictions tended to perceive and expect a direct role more often than did trustees from small jurisdictions.

3. For those tasks dealing with the development of maintenance procedures and a program of plant operations, respondents were approximately evenly divided in their perceptions and expectations for the superintendent's personal involvement.

4. A number of trustees stated they did not know if the superintendent personally selected school sites and were uncertain as to whether he should. Those respondents that perceived and expected the superintendent to be personally involved in this task stated that the role was and should be in an advisory capacity.

Administrative Organization and Structure

1. Respondents ranked this area high in order of importance as a function of the superintendent immediately following instructional leadership and the selection and management of staff personnel.

2. For all of the tasks identified as belonging to the task area of administrative organization and structure, with the exception of the organization of local committees for participation in educational planning and activities, personal involvement by the superintendent was perceived and expected by the majority of respondents.

3. Superintendents tended to strongly agree that they should be involved in the majority of tasks in this area. Trustees tended to

agree with this expectation but not strongly agree. This resulted in a number of statistically significant differences being observed between the expectations of trustees and superintendents.

4. The majority of respondents perceived and expected the superintendent to play an independent role in the preparation of the agenda for board meetings.

5. For those tasks dealing with planning and policy, the largest single group of respondents perceived and expected the superintendent to perform an advisory role.

6. For those tasks dealing with routine administrative matters, the perceptions and expectations of respondents were about evenly divided among each of the three role behaviors.

Chief Executive Officer

1. In school divisions, approximately 90 percent of the trustees and superintendents perceived the superintendent as being designated as the chief executive officer of the jurisdiction. Only 50 percent of county trustees and superintendents perceived this as being the case in counties. However, the vast majority of respondents believed the superintendent should be designated as the chief executive officer.

2. There has been a move since 1976 (Downey, 1976:81) to designate the superintendent as the chief executive officer of the jurisdiction. Of the 85 superintendents that responded to the Downey study; 42, or approximately 50 percent, perceived themselves as being designated to this position.

Conclusions

1. The findings of this study would indicate that the role of the locally appointed superintendent of schools in Alberta school divisions and counties has become more clearly defined. Superintendents and trustees appear to be in general agreement as to which tasks the superintendent is expected to perform in the jurisdiction and which task areas have priority. The uncertainty and ambiguity identified by Downey (1976), as being descriptive of the position in 1976, does not appear to be as evident today. It seems reasonable to assume, that with the passage of time, the role of the locally appointed superintendent has developed and become more clearly identified and established. In addition, it would appear as if position has developed in response to the needs identified by superintendents, trustees and other client groups.

It seems reasonable to conclude that the role of the locally appointed superintendent has undergone a change since its introduction in 1970. The responsibilities of the position have become more clearly identified and certain expectations appear to be held for the position regardless of the type of jurisdiction and its location. However, the extent of the change is difficult to determine in that the study utilized an approach which duplicated previous studies. New areas of responsibility and expectations may not have been identified.

2. Superintendents and trustees in Alberta school divisions and counties perceive and expect the locally appointed superintendent

to personally perform the majority of tasks identified as being necessary for the successful operation of a school jurisdiction. With the exception of those tasks dealing with salary negotiations, pupil transportation, maintenance of buildings and supplies, organizing local committees, and preparing the monthly financial statements; the locally appointed superintendent is, and is expected to be, personally involved in the total operation of the school jurisdiction in which he is employed.

The locally appointed superintendent has become the executive officer of the board and is responsible for both the educational and business components. This role for the superintendent is confirmed by the fact that the majority of respondents perceived and expected the superintendent to be named as the chief executive officer. One may well conclude that with the move to local appointment trustees perceive and expect the superintendent to be the "board's man" and to be involved in all of the major administrative task areas.

3. The expectations of trustees for the role of the locally appointed superintendent have undergone a change from those held by trustees for the provincially appointed superintendent as identified by Finlay (1961). Finlay (1961:106-107) noted that trustees "would like to see men highly trained in the field of instructional leadership" but did not perceive a need for training in other areas of administration. Trustees expect the locally appointed superintendent to have sufficient expertise to conduct tasks in all areas of administration. This trend to a role encompassing both educational

and business expertise was identified by Downey (1976:41-44).

4. Although superintendents and trustees see the superintendent as performing a wide variety of tasks, both groups attach greatest significance to the superintendent's role as an instructional leader in charge of instructional programs and certificated staff.

5. For those tasks requiring direct involvement with teachers and administrators, such as classroom visitation, superintendents and trustees perceive and expect independent action on the part of the superintendent. In addition respondents were most often to indicate they strongly agree with this role behavior in the conduct of these tasks. This leads to the conclusion that the superintendent is viewed as the instructional leader of the jurisdiction and must be skilled in personnel management as well as the substance and process of the instructional enterprise.

6. For those tasks that deal with the development of policies and procedures, superintendent and trustees perceive and expect the superintendent to act in a direct or advisory capacity. Trustees appear to be aware of their responsibility in the area of policy making and do not wish the superintendent to assume responsibility independently of the board. Superintendents appear to recognize this and were generally in agreement with the perceptions and expectations of trustees.

7. The fact that the task area of selection and management of staff personnel was ranked second in importance to instructional leadership as a function of the superintendent indicates that trustees

and superintendents perceive and expect the superintendent to be fully involved with all employees of the jurisdiction, in particular with certificated staff, and to assume a personnel management function.

8. For those tasks dealing with planning, in particular long range planning and the identification of educational aims and objectives for the jurisdiction, trustees tend to see themselves as playing a greater role and the superintendent as acting in a direct or advisory capacity. Superintendents tended to perceive and expect an independent role in this area, particularly when those tasks related directly to instructional programs. It would appear as if superintendents are aware of their responsibilities in the area of instructional leadership and feel that this is an area in which they must exercise initiative.

9. There is considerable variation in the perceptions and expectations held by trustees and superintendents for the role behavior of the superintendent, both within and between respondent groups. While there was general agreement as to which tasks the superintendent was and should be performing, the role behavior to be utilized in the conduct of a number of tasks was not clearly identified. With the exception of those tasks that related directly to the involvement with certificated staff in matters of program, performance and in-service where an independent role was clearly indicated, and those tasks which dealt with the development of policy, procedures and long-range plans where a direct or advisory role was apparent; respondents selected each of the three roles in approximately equal numbers. This may well lead to the conclusion

that the role behavior to be utilized by the superintendent in the conduct of a number of administrative tasks is indeed shaped by a variety of forces and influenced by the expectations of a number of interest groups. This may also confirm the observation made by Dykes (1965:67) that "in the final analysis, the superintendent's job is what he and his school board perceive it to be."

10. Although there were a number of instances of potential role conflict indicated by the findings of this study, it was observed that there is a tendency for the perceptions of each of the respondent groups to reflect their expectations for the majority of tasks. It seems reasonable to conclude from this that the superintendent alters his role performance to reflect the circumstances with which he is confronted. By taking this course of action, he resolves much of the potential role conflict and is able to establish a working relationship with the board of trustees.

11. The task area of public relations was not awarded a high priority ranking by respondents as an administrative function of the superintendent. However, superintendents and trustees provided a strong indication that each of the tasks was and should be the responsibility of the superintendent and action was to be taken independently. This finding would lead to the conclusion that the superintendent has the major responsibility in this area and is regarded as the spokesman of the board on a wide variety of educational and administrative matters.

12. It would appear as if the demographic factors identified for comparative purposes in this study have a slight but not a

significant effect on the perceptions and expectations held by turstees and superintendents for the role behavior of the locally appointed superintendent. One may well conclude that the role behavior of the superintendent is determined more by local factors than by demographic factors which would impact in the same manner across the province. This would also tend to support the earlier observation that the superintendent's role is determined by what he and his board of trustees perceive and expect it to be.

13. Superintendents were most likely to strongly agree with the need for the superintendent to be personally involved in the task area of administrative organization and structure. Trustees were in agreement with this expectation but the majority did not strongly agree. This would indicate that superintendents have a higher expectation for their involvement in these tasks than do trustees. It may be safe to conclude that superintendents are supportive of initiatives that would strengthen their role as the chief executive officer of the board and are prepared to move into business and administrative areas which were previously the responsibility of other officers of the board.

Implications

The findings and conclusions derived from this study have a number of implications for the practice of educational administration as it relates to the role of the locally appointed superintendent of schools. They also indicate a need for further research in this area.

Implications for the Practice of Educational Administration

1. In view of the variations in perceptions and expectations of the role behavior of the locally appointed superintendent of schools as expressed by superintendents and trustees, it is suggested that school boards develop policies which establish and describe the role and functions that the superintendent is expected to perform in the jurisdiction. In addition, it is suggested that these form the basis of periodic reviews by the board and the superintendent of the superintendent's performance. This would serve to reduce potential role conflict by clarifying what is expected and identifying areas where performance is consistent with the expectations and areas where adjustments in behavior are necessary.

As new trustees are elected to the board, a review of board policies which describe the role of the superintendent should be thoroughly discussed in order to orient the newcomers and to provide the opportunity to make changes if necessary. A similar process should be conducted with a newly appointed superintendent. Since the role the superintendent will play in the jurisdiction is determined by the expectations of his board and other counter positions, it is essential that the newly appointed superintendent be made aware of these.

2. The locally appointed superintendent must resist the temptation to become too deeply involved in tasks related to business and administration and neglect his role in providing instructional leadership to the board, the professional staff and interested members of the community. Trustees clearly identified the task area of

instructional leadership as the primary responsibility of the superintendent and expected action to be taken independently. Unless expectations in this area are met, and met satisfactorily, conflict between the board and its superintendent is inevitable.

3. The professional training and experiences of prospective superintendents should be sufficiently broad to enable them to carry out the wide range of tasks expected of them. Academic training should include courses in curriculum and the supervision of personnel as well as those that would provide the base for the executive function.

4. The findings and conclusions have implications for those persons seeking employment as a locally appointed superintendent in Alberta school divisions and counties. The role is not clearly defined at the provincial level and is determined to a large extent by the expectations of the school board and other local counter groups. In addition the responsibilities are diverse and require a wide range of expertise. Individuals who prefer well defined positions with a high degree of specialization may not be able to cope with the present role of the superintendent as defined by trustees and superintendents.

Implication for Further Research

The findings and conclusions derived from this study reflect the findings and conclusions of other research related to the role behavior of the superintendent of schools. In order to better understand the role behavior of superintendents and to refine the application of the role concept, which in part maintains that behavior is influenced by the expectations individuals hold for themselves and

which members of counter groups hold for them; additional research is necessary. The following areas are suggested for this purpose:

1. A case study should be undertaken in a school jurisdiction in which a superintendent and the board of trustees have come to the realization that a positive working relationship does not exist between the two parties. By applying the concepts embodied in role theory to a situation where role conflict is evident to the participants in the relationship, the degree of usefulness to utilizing this approach to study role behavior and conflict could be determined. If such an approach was deemed to have merit, potential conflict situations could be identified in advance and remediation undertaken.

2. A study should be undertaken to determine the superintendent's perceptions and expectations of the board of trustees. The general responsibilities of the board can be determined and a study undertaken with the board being viewed as the focal position and the superintendent as a counter position.

3. The role of the superintendent should be studied from the viewpoint of the key client groups such as teachers, the secretary-treasurer or parents. This would permit an extension of this approach and permit a more complete role description utilizing the perceptions and expectations of other counter groups.

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APPENDIX 1

Letter to Superintendents Reviewing the Questionnaire

Appendix 1

February 3, 1985
1048 - 107 Street
Edmonton, Alberta
T6J 5T6

Dear:

Thank you for agreeing to pilot my questionnaire in order to provide me with your perceptions and reactions.

The problem the study seeks to answer is: What is the role of the locally appointed superintendent of schools in Alberta school divisions and counties as defined by superintendents and trustees? The most efficient and practical means of identifying the expectations of superintendents and trustees for the role of the locally appointed superintendent of schools would appear to be through the medium of a questionnaire. It is this questionnaire that I would like your reaction to.

The questionnaire divides the role of the superintendent into seven administrative task areas each of which contains a number of tasks:

A. Instructional Leadership - 8 tasks
B. Selection and Management of Staff Personnel - 8 tasks
C. Pupil Personnel - 7 tasks
D. Business and Finance - 7 tasks
E. Public Relations - 6 tasks
F. Provision and Maintenance of School Facilities - 5 tasks
G. Administrative Organization and Structure - 6 tasks

The 47 tasks are deemed to be critical as defined by Graff and Street:

1) is a identifiable unit of behavior - a segment of behavior possessing a certain degree of organismic wholeness.

2) may be identified as a step in the accomplishment of some desired purpose and would be recognized by a competent observer who witnessed the particular behiavor.

3) will need to be of such a nature that it will be possible to employ different methods in performing it.

4) will have significant relationships with all the other elements of the ongoing tasks of educational administration.

I would like your comments and reactions in the following areas:

1) Do you believe that the tasks are in fact "critical" in terms of the definition provided by Graff and Street?

2) Are the tasks categorized correctly?

3) Are there tasks listed that should be deleted in light of school administration today? Are there tasks that should be added?

4) Are the directions for the completion of the questionnaire easy to follow? Do you have any suggestions for improvement?

5) Is the format of the questionnaire easy to follow? Do you have any suggestions for improvement?

6) Do you feel that trustees would be able to complete the questionnaire without undue difficulty?

7) Any other suggestions would be appreciated.

I have left spaces after each of the seven sections for your suggestions and reactions. However, feel free to comment wherever it is easiest and most convenient.

I plan to have the questionnaire commercially printed. As a result, it will contain far fewer pages and look a great deal sharper.

Thank you again for assisting me in this study. As you are aware, I need all the help I can get. I really appreciate your cooperation.

Yours truly,

Stephen Cymbol

APPENDIX 2

Letters of Transmittal and Questionnaire

Appendix 2

A.

March 17, 1985
1048 - 107 Street
Edmonton, Alberta
T6J 5T6

Dear Superintendent:

Thank you for agreeing to assist me in my study on the role of the superintendent of schools.

Please find enclosed the questionnaires for your trustees and yourself. I have included one spare copy in the event that someone misplaces theirs. I would appreciate it if these could be distributed to your trustees at the next meeting, or however you choose, collected and returned to me.

I realize that this is a busy time of year. However, any assistance you can give me in getting a good return would be greatly appreciated.

Thanks again.

Yours truly,

Stephen Cymbol

B.

The University of Alberta
March 21, 1985

Dear Trustees and Superintendents:

The purpose of this letter is to ask for your participation and cooperation in a study related to the role(s) of the locally appointed superintendent of schools in Alberta School Divisions and Counties.

A study done by John Finlay in 1961 determined the expectations of school board members for the role of the provincially appointed superintendent of schools. This study will attempt to determine the extent and directions of change in expectations with local appointment.

L. Downey and Associates conducted a province wide study of the superintendency in 1976. This study found that the superintendency was undergoing a period of change. I hope, with your assistance, to discover what changes have occurred since 1976 and the direction of these changes.

I believe that we will all agree that the superintendent of schools occupies a key position in education. In order to understand the role played by the superintendent, it is important to see how it changes as conditions and circumstances change. In order to conduct such a study, assistance is solicited in providing information relative to your system and how you feel about the position.

This is a very busy time of year for you but I hope that you will complete the enclosed questionnaire and return it to your superintendent's office. It will take about 30 and 60 minutes of your time. Please seal the completed questionnaire in the envelope which has been provided.

Please be assured that your responses will be kept strictly confidential. Although the questionnaires have a code number, this is for statistical purposes only. Neither you nor your jurisdiction will be identified in any way.

A summary of the results will be provided to your system's central office at the conclusion of this study.

Thanking you for your anticipated cooperation in this important study: I remain,

Yours truly,

Stephen Cymbol

THE ROLE OF THE SUPERINTENDENT

This questionnaire consists of a number of administrative tasks which must be performed in a school system. Each task is stated with reference to the role of the superintendent of schools.

For each task, please respond as follows:

1. Indicate whether or not the superintendent in your jurisdiction does perform the task personally, by circling one of these responses: Yes; No; or Don't Know.

2. If you circled Yes, please indicate whether or not the superintendent performs this task:

   a.) Independently
   b.) Directly
   c.) Advisory

   by placing a check mark in front of the appropriate term.

3. Indicate whether you agree or disagree that the superintendent in your jurisdiction should perform this task personally by circling one of the following: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); or Strongly Disagree (SD).

4. If you circled either Strongly Agree (SA) or Agree (A), indicate whether the superintendent should perform this task:

   a.) Independently
   b.) Directly
   c.) Advisory

   by placing a check mark in front of the appropriate term.

DEFINITIONS

In order to help you in completing the questionnaire, the following definitions are provided:

1. For the purpose of this questionnaire, the phrase "does perform the task personally: shall mean that the superintendent actually performs the task. It does not refer to tasks delegated to other employees of the jurisdiction by the superintendent. The question to consider is, "Does the superintendent in this jurisdiction actually do this?" Yes; No; Don't Know.

2. Recognizing that the superintendent is employed by the school jurisdiction and that authority is obtained from the local board, the following terms shall mean:

   a.) Independently - the superintendent is delegated full responsibility for this task. The board expects that the superintendent will demonstrate initiative in this area, complete the task, and provide the board with whatever information is deemed necessary.

   b.) Directly - the superintendent is not delegated full responsibility for this task. The board must approve before the task is performed. It is the board that decides what must be done and directs the superintendent to complete the task.

   c.) Advisory - the superintendent performs this task in an advisory capacity to the board. As the educational leader, the superintendent's advice and input is sought by the board and action would generally not be taken without it. The superintendent is considered to have performed the task in an advisory manner when such advice is expected and provided.

Please keep these definitions in mind when completing the questionnaire.

EXAMPLE

Take minutes at board meetings.

DOES			SHOULD				
(Yes)	No	Don't Know	SA	A	U	(D)	SD

If yes, indicate if this task is performed:

____ Independently
✓ Directly
____ Advisory

If SA or A, indicate if this task should be performed:

____ Independently
____ Directly
____ Advisory

This response indicates:

1. the superintendent in this jurisdiction <u>does</u> perform the task personally. (Take minutes)
2. the superintendent performs this task at the direction of the board.
3. the respondent disagrees that the superintendent <u>should</u> perform this task.

PERSONAL INFORMATION ABOUT RESPONDENTS

In order to form some definite conclusions from the survey, we need some information about the person who answered the questionnaire. Please place a check mark beside the response that best applies to you.

1. I am a member of, or employed by, a:
   ____ (a.) school board (School Division)
   ____ (b.) county board of education (County)

2. My position on the above is that of:
   ____ (a.) trustee
      ____ (i.) county councillor
      ____ (ii.) town and village representative
      ____ (iii.) other
   ____ (b.) superintendent of schools

3. I am the chairperson of:
   ____ (a.) the school board (School Division)
   ____ (b.) the county board of education (county) and I am a:
      ____ (i.) county councillor
      ____ (ii.) town and village representative

4. I have occupied my present position for:
   ____ (a.) less than 2.9 years
   ____ (b.) 3 to 5.9 years
   ____ (c.) 6 or more years

5. Is the superintendent in your jurisdiction designated as the chief executive officer?
   ____ (a.) yes
   ____ (b.) no

6. Do you believe that the superintendent in your jurisdiction should be designated as the chief executive officer?
   ____ (a.) yes
   ____ (b.) no

THE ROLE OF THE SUPERINTENDENT

A. Instructional Leadership

	DOES	SHOULD
1. Visit classrooms to observe the process of instruction and offer support and encouragement, and to provide suggestions for improvement if necessary.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
2. Confer with teachers in an effort to assess the quality of instruction and to provide suggestions for improvement if necessary.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
3. Make provision for in-service activities and projects aimed at improving the quality of instruction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
4. Plan the development and implementation of new programs of instruction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
5. Establish systematic long-range plans for educational development.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

A. Instructional Leadership (cont.)

	DOES	SHOULD
6. Develop policies and procedures for the periodic evaluation of teachers and administrators.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
7. Evaluate the programs of instruction offered by the schools.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
8. Identify the educational aims and objectives of the jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

B. Selection and Management of Staff Personnel

	DOES	SHOULD
1. Develop policies and procedures for the periodic evaluation of non-certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
2. Develop policies and procedures for the promotion of certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

B. Selection and Management of Staff Personnel (cont.)

	DOES	SHOULD
3. Develop policies and procedures for the promotion of certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
4. Select and place school system administrators.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
5. Select and place teachers.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
6. Foster positive attitudes among all employees toward the school and school jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
7. Recommend the termination of employment of certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

B. Selection and Management of Staff Personnel (cont.)

	DOES	SHOULD
8. Recommend the termination of employment of non-certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

C. Pupil Personnel

	DOES	SHOULD
1. Develop policies and procedures for the admission of beginning pupils (age of admission, testing, etc.)	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
2. Develop policies and procedures for the evaluation of student progress.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
3. Develop policies and procedures for the establishment and maintenance of student records.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
4. Deal with cases of suspension or expulsion of pupils.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

C. Pupil Personnel (cont.)

	DOES	SHOULD
5. Provide for the safety of pupils.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
6. Insure that students are provided with information about vocational and educational opportunities.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
7. Insure that special need students have access to suitable programs.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
8. Insure that students are adequately tested and placed in programs appropriate to their needs.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

D. Business and Finance

	DOES	SHOULD
1. Prepare the annual operating budget of the school jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

D. Business and Finance (cont.)

	DOES	SHOULD
2. Recommend to the board the annual operating budget.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
3. Participate in salary negotiations for all certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
4. Participate in salary negotiations for all non-certificated personnel.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
5. Prepare specifications for the purchase of supplies and materials.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
6. Organize pupil transportation services.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

D. Business and Finance (cont.)

	DOES	SHOULD
7. Establish procedures for the storage, distribution, inventory, maintenance and care of supplies and materials.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
8. Process the requests of principals for materials and supplies.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
9. Provide the board with monthly statements regarding financial matters.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory

E. Public Relations

	DOES	SHOULD
1. Be responsible for communication between all components of the educational system.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
2. Interpret school board policy to the public and the staff.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory

E. Public Relations (cont.)

	DOES	SHOULD
3. Maintain good relationships with the local press and other forms of news media.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
4. Provide information on curriculum, instructional technology and methodology to all interest groups and individuals.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
5. Give active support to worthy community efforts.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
6. Assist and encourage the development of active community involvement in the schools.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
7. Prepare the annual report regarding the entire operation for the board and the public.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

F. Provision and Maintenance of School Facilities

	DOES	SHOULD
1. Develop policies and procedures for the use of school facilities by the staff and the community.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
2. Develop efficient and effective maintenance procedures for educational facilities and grounds.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
3. Estimate and plan for the building needs of the jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
4. Select suitable school sites.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory
5. Develop an efficient program of plant operation.	Yes No Don't Know If Yes, indicate if this task is performed: ____ Independently ____ Directly ____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: ____ Independently ____ Directly ____ Advisory

6. Administrative Organization and Structure

	DOES	SHOULD
1. Develop long-range plans for the growth and improvement of the school jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
2. Plan the administrative organization for each of the schools in the jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
3. Plan the administrative organization of the jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
4. Specify the various administrative and supervisory functions within the jurisdiction.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
5. Organize local committees for participation in educational planning and activities.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

6. Administrative Organization and Structure (cont.)

	DOES	SHOULD
6. Determine the need for changes in jurisdiction policy.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
7. Prepare the agenda for board meetings.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory
8. Provide for the in-service needs of the board.	Yes No Don't Know If Yes, indicate if this task is performed: _____ Independently _____ Directly _____ Advisory	SA A U D SD If SA or A, indicate if this task should be performed: _____ Independently _____ Directly _____ Advisory

RELATIVE IMPORTANCE OF THE ADMINISTRATIVE FUNCTIONS

The seven general areas of administration which were dealt with in the questionnaire are again listed below. Please rank these from 1 to 7 in the order in which you consider them to be important as administrative functions of the locally appointed superintendent of schools. Place "1" by the function you consider to be most important, "2" by the next important, and so forth.

Administrative Functions

	Rank
A. Instructional Leadership	____
B. Selection and Management of Staff Personnel	____
C. Pupil Personnel	____
D. Business and Finance	____
E. Public Relations	____
F. Provision and Maintenance of School Facilities	____
G. Administrative Organization and Structure	____

APPENDIX 3

List of Jurisdictions Illustrating Number of Questionnaires Returned

Appendix 3

Counties

Athabasca: 101
Trustees 12
Supt. 1
Total 13
F.T.E. 110 Size M

Returned: Trustees 0
Supt. 0
Total 0

Barrhead: 102
Trustees 11
Supt. 1
Total 12
F.T.E. 138 Size M

Returned: Trustees 4
Supt. 0
Total 4

Beaver: 103
Trustees 11
Supt. 1
Total 12
F.T.E. 105 Size M

Returned: Trustees 1
Supt. 1
Total 2

Camrose: 104
Trustees 14
Supt. 1
Total 15
F.T.E. 116 Size M

Returned: Trustees 5
Supt. 1
Total 6

Flagstaff: 105
Trustees 17
Supt. 1
Total 18
F.T.E. 115 Size M

Returned: Trustees 6
Supt. 1
Total 7

Forty Mile: 106
Trustees 8
Supt. 1
Total 9
F.T.E. 65 Size BQ

Returned: Trustees 2
Supt. 1
Total 3

Grande Prairie: 107
Trustees 12
Supt. 1
Total 13
F.T.E. 174 Size UQ

Returned: Trustees 4
Supt. 1
Total 5

Lac St. Anne: 108
Trustees 12
Supt. 1
Total 13
F.T.E. 137 Size M

Returned: Trustees 0
Supt. 0
Total 0

Lacombe: 109

Trustees	16	
Supt.	1	
Total	17	
F.T.E.	202	Size UQ

Returned:		
	Trustees	3
	Supt.	1
	Total	4

Lamont: 110

Trustees	10	
Supt.	1	
Total	11	
F.T.E.	101	Size BQ

Returned:		
	Trustees	9
	Supt.	0
	Total	9

Leduc: 111

Trustees	14	
Supt.	1	
Total	15	
F.T.E.	227	Size UQ

Returned:		
	Trustees	1
	Supt.	1
	Total	2

Lethbridge: 112

Trustees	10	
Supt.	1	
Total	11	
F.T.E.	157	Size M

Returned:		
	Trustees	5
	Supt.	0
	Total	5

Minburn: 113

Trustees	14	
Supt.	1	
Total	15	
F.T.E.	122	Size M

Returned:		
	Trustees	1
	Supt.	1
	Total	2

Mountain View: 114

Trustees	15	
Supt.	1	
Total	16	
F.T.E.	240	Size UQ

Returned:		
	Trustees	2
	Supt.	0
	Total	2

Newell: 115

Trustees	13	
Supt.	1	
Total	14	
F.T.E.	94	Size BQ

Returned:		
	Trustees	0
	Supt.	1
	Total	1

Paintearth: 116

Trustees	10	
Supt.	1	
Total	11	
F.T.E.	59	Size BQ

Returned:		
	Trustees	7
	Supt.	1
	Total	8

Parkland: 117

Trustees	18	
Supt.	1	
Total	19	
F.T.E.	540	Size UQ

Returned:		
	Trustees	1
	Supt.	1
	Total	2

Paintearth: 116

Trustees	12	
Supt.	1	
Total	13	
F.T.E.	171	Size UQ

Returned:		
	Trustees	0
	Supt.	0
	Total	0

Red Deer: 119

Trustees	16		
Supt.	1		
Total	17		
F.T.E.	218	Size	UQ
Returned:	Trustees	3	
	Supt.	1	
	Total	4	

St. Paul: 121

Trustees	8		
Supt.	1		
Total	9		
F.T.E.	117	Size	M
Returned:	Trustees	0	
	Supt.	0	
	Total	0	

Strathcona: 123

Trustees	14		
Supt.	1		
Total	15		
F.T.E.	730	Size	UQ
Returned:	Trustees	7	
	Supt.	1	
	Total	8	

Vulcan: 125

Trustees	12		
Supt.	1		
Total	13		
F.T.E.	76	Size	BQ
Returned:	Trustees	6	
	Supt.	1	
	Total	7	

Wetaskiwin: 127

Trustees	8		
Supt.	1		
Total	9		
F.T.E.	110	Size	M
Returned:	Trustees	2	
	Supt.	1	
	Total	3	

Smoky Lake: 120

Trustees	11		
Supt.	1		
Total	12		
F.T.E.	60	Size	BQ
Returned:	Trustees	4	
	Supt.	1	
	Total	5	

Stettler: 122

Trustees	13		
Supt.	1		
Total	14		
F.T.E.	55	Size	BQ
Returned:	Trustees	5	
	Supt.	1	
	Total	6	

Two Hills: 124

Trustees	12		
Supt.	1		
Total	13		
F.T.E.	59	Size	BQ
Returned:	Trustees	0	
	Supt.	1	
	Total	1	

Warner: 126

Trustees	12		
Supt.	1		
Total	13		
F.T.E.	103	Size	M
Returned:	Trustees	2	
	Supt.	1	
	Total	3	

Wheatland: 128

Trustees	14		
Supt.	1		
Total	15		
F.T.E.	141	Size	M
Returned:	Trustees	1	
	Supt.	1	
	Total	2	

Vermilion River: 129
Trustees 13
Supt. 1
Total 14
F.T.E. 138 Size M

Returned: Trustees 8
Supt. 1
Total 9

Total Counties

Trustees 362
Supt. 29
Total 391

Size: UQ 8
M 13
BQ 8

Divisions

Acadia: 201
Trustees 5
Supt. 1
Total 6
F.T.E. 50 Size BQ

Returned: Trustees 1
Supt. 1
Total 2

Crowsnest Pass: 202
Trustees 7
Supt. 1
Total 8
F.T.E. 87 Size M

Returned: Trustees 6
Supt. 1
Total 7

Cypress: 203
Trustees 5
Supt. 1
Total 6
F.T.E. 60 Size M

Returned: Trustees 5
Supt. 1
Total 6

Drumheller Valley: 204
Trustees 5
Supt. 1
Total 6
F.T.E. 70 Size M

Returned: Trustees 2
Supt. 1
Total 3

East Smoky: 205
Trustees 5
Supt. 1
Total 6
F.T.E. 126 Size M

Returned: Trustees 1
Supt. 1
Total 2

Fairview: 206
Trustees 8
Supt. 1
Total 9
F.T.E. 88 Size M

Returned: Trustees 7
Supt. 1
Total 8

Foothills: 207

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	272	Size UQ
Returned: Trustees	2	
Supt.	1	
Total	3	

Ft. Vermilion: 208

Trustees	8	
Supt.	1	
Total	9	
F.T.E.	175	Size UQ
Returned: Trustees	2	
Supt.	1	
Total	3	

High Prairie: 209

Trustees	6	
Supt.	1	
Total	7	
F.T.E.	213	Size UQ
Returned: Trustees	1	
Supt.	1	
Total	2	

Lac LaBiche: 210

Trustees	5	
Supt.	1	
Total	6	
F.T.E.	129	Size M
Returned: Trustees	1	
Supt.	1	
Total	2	

Mount Rundle: 211

Trustees	5	
Supt.	1	
Total	6	
F.T.E.	45	Size BQ
Returned: Trustees	0	
Supt.	0	
Total	0	

Neutral Hills: 212

Trustees	5	
Supt.	0	
Total	5	
F.T.E.	37	Size BQ
Returned: Trustees	3	
Supt.	0	
Total	3	

Peace River: 213

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	156	Size M
Returned: Trustees	2	
Supt.	1	
Total	3	

Pincher Creek: 214

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	75	Size M
Returned: Trustees	6	
Supt.	1	
Total	7	

Provost: 215

Trustees	5	
Supt.	1	
Total	6	
F.T.E.	52	Size BQ
Returned: Trustees	1	
Supt.	1	
Total	2	

Rangeland: 216

Trustees	8	
Supt.	1	
Total	9	
F.T.E.	54	Size BQ
Returned: Trustees	5	
Supt.	1	
Total	6	

Rocky Mountain: 217

Trustees	5	
Supt.	1	
Total	6	
F.T.E.	163	Size M

Returned:	Trustees	2
	Supt.	1
	Total	3

Rocky View: 218

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	430	Size UQ

Returned:	Trustees	4
	Supt.	1
	Total	5

Spirit River: 219

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	82	Size M

Returned:	Trustees	0
	Supt.	0
	Total	0

Starland: 220

Trustees	5	
Supt.	1	
Total	6	
F.T.E.	39	Size BQ

Returned:	Trustees	2
	Supt.	1
	Total	3

Sturgeon: 221

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	240	Size UQ

Returned:	Trustees	3
	Supt.	1
	Total	4

Taber: 222

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	136	Size M

Returned:	Trustees	4
	Supt.	1
	Total	5

Three Hills: 223

Trustees	6	
Supt.	1	
Total	7	
F.T.E.	91	Size M

Returned:	Trustees	5
	Supt.	1
	Total	6

Wainwright: 224

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	104	Size M

Returned:	Trustees	1
	Supt.	1
	Total	2

Westlock: 226

Trustees	7	
Supt.	1	
Total	8	
F.T.E.	123	Size M

Returned:	Trustees	3
	Supt.	1
	Total	4

Willow Creek: 226

Trustees	8	
Supt.	1	
Total	9	
F.T.E.	177	Size UQ

Returned:	Trustees	6
	Supt.	1
	Total	7

Yellowhead: 227

Trustees	7		
Supt.	1		
Total	8		
F.T.E.	268	Size	UQ

Returned:	Trustees	2
	Supt.	1
	Total	3

Total Divisions

Trustees		171
Supt.		79
Total		198
Size:	UQ	7
	M	13
	BQ	7

APPENDIX 4

Reminder Letter

Appendix 4

1048 - 107 Street
Edmonton, Alberta
T6J 5T6

June 19, 1985

Dear

Some time ago I contacted you regarding my proposed study regarding the Role of the Superintendent and requested your assistance in the distribution and collection of my questionnaires.

As of this date, I have not received any completed questionnaires from your jurisdiction. I know how difficult it is to get trustees to do questionnaires but I hope that you might remind your trustees of the questionnaire and encourage them to complete it.

My return has not been as good as I had hoped and I need as much help as you can give me in this matter. In any event, I hope that you will complete one and send it to me.

Thank you for your anticipated cooperation in this matter.

Yours truly,

Stephen Cymbol

SC/cmm

APPENDIX 5

Ranks Assigned to Each Administrative Function by Respondent Groups

Appendix 5

I. Total Respondents

		Ranks									
		1	2	3	4	5	6	7	N	Mdn	R
ADMINISTRATIVE FUNCTIONS	A.	124	38	18	7	5	1	1	194	1.28	1
	B.	24	56	72	23	8	4	7	194	2.74	2
	C.	6	27	39	49	40	24	9	194	4.02	4
	D.	5	12	18	35	41	52	31	194	5.17	6
	E.	1	13	13	40	48	52	27	194	5.03	5
	F.	1	2	6	9	29	39	108	194	6.60	7
	G.	33	46	28	31	23	22	11	194	3.16	3

II. Superintendents

		Ranks									
		1	2	3	4	5	6	7	N	Mdn	R
ADMINISTRATIVE FUNCTIONS	A.	21	10	7	2	2	1	0	43	1.10	1
	B.	11	14	13	3	2	0	0	43	2.28	2
	C.	0	4	7	12	14	5	1	43	4.41	4
	D.	1	3	5	8	9	11	6	43	5.05	5
	E.	0	4	2	8	9	14	6	43	5.38	6
	F.	0	0	0	3	6	8	26	43	6.69	7
	G.	10	8	9	7	1	4	4	43	2.94	3

III. Trustees

			Ranks									
			1	2	3	4	5	6	7	N	Mdn	R
ADMINISTRATIVE	FUNCTIONS	A.	103	28	11	5	3	0	1	151	1.23	1
		B.	13	42	59	20	6	4	7	151	2.85	2
		C.	6	23	32	37	26	19	8	151	3.90	4
		D.	4	9	13	27	32	41	25	151	5.21	6
		E.	1	9	11	32	39	38	21	151	5.08	5
		F.	1	2	6	6	23	31	82	151	6.58	7
		G.	23	38	19	24	22	18	7	151	3.28	3